DESIGNING A VOCABULARY SIZE TEST FOR THE FOURTH SEMESTER STUDENTS OF ELESP SANATA DHARMA UNIVERSITY

A SARJANA PENDIDIKAN THESIS

Presented as Partial Fulfillment of the Requirements to Obtain the Sarjana Pendidikan Degree in English Language Education

By
Septiana Kinanti
Student number: 121214092

ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
DEPARTMENT OF LANGUAGE AND ARTS EDUCATION
FACULTY OF TEACHERS TRAINING AND EDUCATION
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Date: October 10, 2016
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Defended before the Board of Examiners
on 9 November, 2016
and Declared Acceptable

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Yogyakarta, 9 November 2016
Faculty of Teachers and Education
Sanata Dharma University
Dean

Rohandi, Ph.D.
You can never quit. Winners never quit, and quitters never win.

-Ted Turner-

I dedicate this thesis to:

My beloved Father for being everything to me. I mean so everything. I am so grateful for being your first daughter.
My lovely Mom for always being a good mother to me and make me as I am now.
And also my cute sister for always being my motivation in every single moment.
STATEMENT OF WORK’S ORIGINALITY

I honestly declare that thesis, which I have written, does not contain the works or part of parts of the work of other people, except those cited in the quotations and the references, as a specific paper should.

Yogyakarta, 9 November 2016

The Writer

[Signature]

Septiana Kirianti
121214092
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PUBLIKASI KARYA ILMIAH UNTUK KEPENTINGAN UMUM

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FOR THE FOURTH SEMESTER STUDENTS OF ELESP
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Vocabulary is the core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write (Richards, 2002). Vocabulary will greatly influence the language learners in mastering the speaking, listening, reading, and writing skill. Therefore, it is important to know students’ vocabulary size to measure their skills while learning English. In fact, English Language Education Study Program of Sanata Dharma University does not have any design of a test to diagnose students’ vocabulary size, especially for the fourth semester students of ELESP Sanata Dharma University. This research is aimed to elaborate the steps for designing a vocabulary size test for the fourth semester students of ELESP Sanata Dharma University.

The researcher used R&D (Research and Development) from Borg (1987) in order to answer two problem formulations namely: (1) how is a set of vocabulary size test for the fourth semester students English Language Education Study Program Sanata Dharma University designed?, and (2) what does a vocabulary size test for the fourth semester students English Language Education Study Program Sanata Dharma University look like?

The researcher also applied three stages from Kemp’s instructional design model (2011) for designing the test. They were (1) finding learners and context with distributing Nation’s vocabulary size test, (2) developing of instrument by using 4 specification from Nation (2012), namely sampling the words for the test items, making the stems, writing the choices, and the order of the test items in the test, and (3) evaluating instrument by conducting experts validation from lecturers of ELESP Sanata Dharma University.

In conclusion, according to the result of experts’ validation, it can be concluded that the design of test was acceptable and appropriate to be used for testing vocabulary size for fourth semester students of ELESP Sanata Dharma University based on the results of the evaluation from experts. The test consists of 10 levels with 10 items of each level of the test. So, the total of the test items is 100 items.

Keywords: Designing, test, vocabulary size, R&D research, fourth semester students ELESP Sanata Dharma University.
ABSTRAK


Kosakata adalah komponen inti dari kemampuan bahasa dan memberikan banyak dasar untuk seberapa baik peserta didik berbicara, mendengarkan, membaca, dan menulis (Richards, 2002). Kosakata akan sangat berpengaruh dalam pembelajaran bahasa terutama dalam menguasai keterampilan berbicara, mendengarkan, membaca, dan menulis. Oleh karena itu, hal ini akan sangat penting untuk mengetahui ukuran kosakata siswa untuk mengukur kemampuan mereka ketika belajar bahasa Inggris. Bahkan, Program Studi Pendidikan Bahasa Inggris Universitas Sanata Dharma tidak memiliki desain apapun dari tes untuk mengukur kosakata terutama untuk mahasiswa semester empat ELESP Universitas Sanata Dharma. Penelitian ini bertujuan untuk menguraikan langkah-langkah untuk merancang set uji ukuran kosakata untuk siswa semester keempat ELESP Universitas Sanata Dharma.

Peneliti menggunakan R & D (Research and Development) dari Borg (1987) untuk menjawab dua rumusan masalah: (1) bagaimana satu set tes ukuran kosakata untuk mahasiswa semester empat Program Studi Pendidikan Bahasa Inggris Universitas Sanata Dharma dirancang?, dan (2) seperti apakah bentuk satu set tes ukuran kosakata untuk mahasiswa semester keempat Program Studi Pendidikan Bahasa Inggris Universitas Sanata Dharma?.

Peneliti juga menerapkan tiga langkah dari model Kemp (2011) untuk merancang tes. Ketiga tahap itu adalah (1) penemuan siswa dan konteks dengan mendistribusikan tes ukuran kosakata dari Nation, (2) pengembangan instrument dengan menggunakan 4 spesifikasi dari Nation (2012), yaitu sampling kata untuk item tes, membuat kerangka, menulis pilihan, dan urutan item tes, dan (3) evaluasi instrumen dengan melakukan validasi dari ahli.

Kesimpulannya, berdasarkan hasil validasi dari ahli, dapat dikatakan bahwa desain dari test yang dibuat adalah diterima dan sesuai untuk digunakan menguji ukuran kosakata siswa semester keempat ELESP Universitas Sanata Dharma berdasarkan hasil evaluasi dari ahli. Tes terdiri dari 10 tingkat dengan 10 item dari setiap tingkat tes. Jadi, total item tes adalah 100 item.

Keywords: Designing, test, vocabulary size, R&D research, fourth semester students ELESP Sanata Dharma University.
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I would like to send my greatest grateful to Allah SWT who always listens to all my prayers, guides me, and helps me in every difficult situation. He gives me everything more than that I desire. Without Him, I cannot do anything. I would not be able to finish this thesis without the supports of people around me.

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CHAPTER I

INTRODUCTION

This part presents the introduction of this research. It consists of six section, namely the Research Background, Research Problem, Research Limitation, Research Objective, Research Benefits, and Definition of Term.

A. Research Background

The majority of students are under the assumption that learning English can be done by focusing more on learning its grammar. Thus, students spend many years studying grammar without reaching the desired level of fluency and proficiency. Yet, without a good-sized vocabulary, one’s means of expressing ideas will be limited. Students learn vocabulary through four skills of reading, writing, listening and speaking. Krashen (1982) states that more vocabulary means more comprehensible input and more acquisition of grammar. Therefore, vocabulary is very important as the element in language learning (p.80).

Levine and Reves (1990) believe that one of the biggest obstacles that students of English as a foreign language face is the lack of adequate vocabulary. Some of them may know meaning of vocabulary, but they do not how to express correctly. Nation (2008) argues that students are not be able to show their ideas because they have a lack of vocabulary. They truly know about English vocabulary when they are capable to write and use them correctly. Immediately they can jot down the words they listen; they know the meaning the words by
using them correctly. They are able to use the vocabulary if they know the meaning, how to pronounce, how to spell, and how to use them in a sentence. Therefore, it is important to know exactly how many vocabulary should be learned, and which vocabulary should be learned at any stage of the learning process. Thus from various points of view, vocabulary can be seen as a priority area in language teaching, requiring tests to monitor the learners’ progress in vocabulary learning. A professionally produced a multiple-choice vocabulary test is highly reliable and distinguishes learners effectively according to their level of vocabulary size.

According to Meara (1996) the upsurge of the role of vocabulary in foreign language acquisition went hand in hand with a growing interest in vocabulary testing in SLA research. Meanwhile, researchers have been able to ascertain that the size of one’s vocabulary seems to be a determining factor for second language learning. Therefore, much recent work on vocabulary testing has focused on estimating how many words learners know in their L2 (Laufer, 1998). To accomplish this goal, vocabulary size tests have been developed.

The proposed study focuses itself on the designing vocabulary size for the fourth semester students ELESP Sanata Dharma University. Three reasons have motivated the choice of the above mentioned research topic. Firstly, vocabulary knowledge holds an important role in the second and or foreign language acquisition process. This means that is important to find out and diagnose vocabulary knowledge by the students. So that, it is needed to conduct a test to
determine whether ELESP students have achieved a mastery of vocabulary that is sufficient for the purpose of the academic needs. Secondly, there are very few studies where vocabulary size is measured at only for the fourth semester of ELESP Sanata Dharma University over a long period time. According to Laufer (1998), the paucity of studies in the area of L2 vocabulary size development could be due to the difficulty researchers have experienced with defining the nature of language knowledge and with designing valid and reliable tests which measure this knowledge. Third, it is important for students in the fourth semester to master vocabulary in order to help them preparing for the next level. In this semester, students take Critical Reading and Writing II, CLS II and some courses preparing them in Micro Teaching Class. So, it is important to know how many their vocabulary sizes on the semester four.

B. Research Problems

The general problem of research, vocabulary size of English Language Education Study Program students in Sanata Dharma University, is formulated into the more specific problems below.

1. How is the vocabulary size for the fourth semester students of English Language Education Study Program in Sanata Dharma University designed?

2. What does a vocabulary size for the fourth semester students of English Language Education Study Program in Sanata Dharma University look like?
C. **Problems Limitation**

Considering the limited time, experience, and in order to avoid overlapping discussion, the researcher limited the study only a set of vocabulary size for the fourth students of English Language Education Study Program in Sanata Dharma University. Hence, the researcher found that ELESP Sanata Dharma University does not have vocabulary test to check the readiness of students semester four continuing the next semester.

D. **Objectives of the Study**

The study has two main objectives to solve the problems formulation. First, the research is aimed to show a vocabulary size for the fourth semester students of English Language Education Study Program is designed. Second, this researcher is also aimed to present a vocabulary size for the fourth semester students of English Language Education Study Program.

E. **Benefits of the Study**

The research is expected to give some benefits for the students, the lecturers, and other researchers.

1. **For the students**

Through vocabulary test, the students of ELESP Sanata Dharma University will know how many words that can be taught successfully in semester four. The results of this study, hopefully, will improve their understanding of vocabulary.

2. **For the lecturers**

For the lecturers, by understanding the results of vocabulary test, the lecturers can predict and prepare the material which can be taught in the class. Therefore,
the lecturers can teach better because they have already known students` learning outcomes.

3. For other researchers

For other researchers, the results of the study will help the university in developing vocabulary size for each level. It is hoped that the data can open their mind in completing vocabulary field research.

4. English Language Education Study Program Sanata Dharma University

The aim of this research is to show a set vocabulary size test for students semester four ELESP Sanata Dharma University. The results of vocabulary test also can be used to evaluate the process of teaching and learning.

F. Definition of terms

This part defines three terms in order to avoid misunderstanding and misinterpretation of this research. The researcher provides those terms namely vocabulary size, the fourth semester students of elesp sanata dharma university, and instructional design to help the readers the context well.

1. Vocabulary Size

In this study, according to Frebody (1981) in Read (1988) the term vocabulary size is defined breadth of knowledge as the size of a learner`s vocabulary (p.14). Since the study is aimed at measuring learners` vocabulary size, the test focuses on the breadth of vocabulary knowledge which should cover a lot of word families. Read (2000) states that a word family consists of a base form together with the inflected and derived forms that share the same meaning or
a set of words or a single word (p. 19). Forms like rich, enrich, riches, richness, and richest are considered as one word family because they share a common root rich. In this study, the researcher also uses preliminary test which is adopted from Nation’s Vocabulary Size Test. The test is aimed to find out the vocabulary size of the fourth semester students ELESP Sanata Dharma University.

2. The Fourth Semester Students of ELESP Sanata Dharma University

The fourth semester students of ELESP Sanata Dharma University means the students who have been studying in ELESP Sanata Dharma University for the second year batch 2014. It means that they are around 19 up to 20 years old.

3. Instructional Design

The researcher uses Kemp’s model to be the reference in designing a new material (2011). There two reasons why the researcher uses this instructional design. First, it is because according to Kemp (1977), his instructional design which is well-known as Kemps model is a flexible process. It has a mean that the researcher can start with whichever element is ready to start with and the move back and forth to other steps. Second, the researcher considers that the steps in the instructional design to create a new design of the test.
CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents a discussion of the related literature as a theoretical base upon which the study outlined in Chapter 1 was laid down. Two major areas of concerns are considered; they are the theoretical review and theoretical framework. The first main part of theoretical review is concerned with a discussion on some theories related to the research; while the second part discusses about the frame of designing a set vocabulary size test for the fourth semester students of ELESP Sanata Dharma University.

A. Theoretical Description

The theoretical description covers the theories of the study. The first one is about the theory of vocabulary. It covers some sub-chapters that discuss the definition of vocabulary, knowing a word, importance of vocabulary, kinds of vocabulary, number of words, vocabulary size, words to count, and choosing words to test, as well as receptive and productive vocabulary and the instructional design.

1. Vocabulary

Nation (2001) defines vocabulary as a number of words which have low or high frequency in the utilization that is adapted bearing on situation or condition. It means that context essentially affects the meaning of a word. Context is seen to be the main factor to consider in determining the meaning of word. In addition, there is a differentiation between low frequency words and high frequency words.
Nation (1990) states that it is allowed for the learner to choose which words should be learned. This infers that words have dichotomy as high or low frequency words. It implies that a language learner should know the kind of the words to learn based on the differentiation.

Richards (2002) states that vocabulary is the core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write. He defines vocabulary by relating it to macro-skills. Vocabulary is defined as the major element which will greatly influence the language learners in mastering the speaking, listening, reading, and writing skill.

a. Knowing a Word

One may assume to know a word by knowing its form and meaning but knowing a word is not merely limited to its extent. Knowing a word may have broader area. It concludes some more aspects to know. There are some perspectives of knowing a word.

Cameron (2001) suggests that knowing a word involves knowing its form (how it sounds, how it is spelt and grammatical changes that can be made to it), its meaning (its conceptual content and how it relates to other concepts and words), and its use (its pattern of occurrence with other words, and particular types of language use). Cameron gives very simple definition about knowing a word. Meanwhile, Thornbury (2002) states that knowing a word involves knowing its form and its meaning (grammatical function, collocations, and connotation which includes register and cultural assertion). In contrast with Cameron, Thornbury does not include knowing the use as the part of knowing a word.
Cameron and Thornbury have their own view about knowing a word. Although there are some differences, it could be seen the relation between all experts’ views above. At some points, they refer to the same idea about knowing a word. In brief, it can be concluded that knowing a word involves knowing its form, its meaning, and its use.

b. **Kinds of Vocabulary**

Clark and Clark (1977) in Bahri (2009) mention two terms of vocabulary those are comprehension and productive vocabulary. Comprehension vocabulary means the words are produced by process of understanding which requires the listeners to take in an utterance, analyze it, construct an interpretation, and utilize what they have understood in the way of the speaker intends. Production vocabulary is the words obtained by the process of comprehending words where speakers have to come with a way of conveying information to someone else. They must plan what to say, choose the right words, determine appropriate speech act, and finally produce their utterances.

Jennings (1980) in Bahri (2009) uses two terms of vocabularies which are a bit different from Clark and Clark and Clark’s opinion, they are active vocabulary and recognition vocabulary. Active vocabulary is vocabulary which constitutes the words used in speaking and writing. Moreover, recognition vocabulary is vocabulary which is composed by the words which are heard and read, but not ordinarily used in speaking and writing.
2. Vocabulary Size

According to Nation (1996) one of the biggest obstacles faced by many adult English language learners is acquiring an adequate vocabulary size. In fact, although students have already learnt English for years, their vocabulary size is much less than 5,000 word families.

The current study underlined vocabulary size as the number of words which some aspects of meaning are known by the learners. Vocabulary size is contrasted to vocabulary depth that refers to how well a word is known. Research found that the learners should know approximately 98% of written and spoken language in order to know it well.

Table 2.1 Vocabulary Size to Get 98% Approximately in Various Kinds of Written Text

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<th>Texts</th>
<th>98% Coverage</th>
<th>Proper Noun</th>
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<tbody>
<tr>
<td>Novels</td>
<td>9,000 word families</td>
<td>1-2%</td>
</tr>
<tr>
<td>Newspapers</td>
<td>8,000 word families</td>
<td>5-6%</td>
</tr>
<tr>
<td>Children’s movies</td>
<td>6,000 word families</td>
<td>1.5%</td>
</tr>
<tr>
<td>Spoken English</td>
<td>7,000 word families</td>
<td>1.3%</td>
</tr>
</tbody>
</table>

The table shows that learners require the number of coverages about 8,000 to 9,000 word families in written text to read newspapers, novels, and any academic text. Thus, Nation (2006) states that it is fewer numbers of coverage in spoken, for example in watching movies or lecturing. It is learners need the numbers of coverage about 6,000 to 7,000 word families.
3. Measuring Vocabulary Size

Vocabulary size is often defined to know how many words that a person knows. The vocabulary size for foreign learners aims to know to the number of vocabulary a learner has in a certain time of his language acquisition. Nation (2000) stated that the goal of vocabulary size test is to estimate how many more common words they know based on the test of their knowledge of a sample of item from a word-frequency list. Nation (1996) argues that words should be categorized based on their frequency level. Frequency level refers to how often the word occurs in the normal use of the language.

High-frequency word means that the words are very often coverage in text. According to Nation (1990) there are about 87 percent of the words in the text are high-frequency words (p. 14), for example run, happen, need and head. In other hand, the low-frequency words can be found only once in the text and they are unlikely to be met again for a very long time. Low-frequency words are usually a major difficulty for learner of English, for example malformation, malignancy an popguns.

4. How to Make a Good Test

It is important to know the characteristics make a good test. In this section, the researcher mentions the elements which are needed to consider before making the test item. They are called principles of language assessment, test format, and specifications for the test items. The explanation of those elements can be seen as follows.
a. **Principles of Language Assessment**

Nation (2001) proposed three criteria to make a good vocabulary size test. Those are reliability, validity and practicality. First, it is a must for the designer of the test to consider the reliability of the test. The test should be consistent and stable of measurement for one time to time.

Second, validity is also one of the most important criteria of a good test. Validity refers to the characteristic which the test measures and how well the test measures that characteristic. Grondlund (1998) states “validity is the extent to interferences made from assessment results are appropriate, meaningful, and useful in terms of the purpose of the assessment” (as cited in Brown, 2004 p. 22). The last criterion is practicality of the test. In this term, the designer of the test should pay attention that an effective test should be practice. The test is not excessively expensive to make a lot of copies. The test also has 50 minutes as the time to makes relatively easy to administer, and it has a scoring or evaluation procedure that is specific and time-efficient.

b. **Format of the Test**

In this part, there are two kinds of format of test. Those formats will be discussed as follow:

1) **Multiple-Choice Question Format**

Multiple-choice format is one of the most widely used methods of vocabulary assessment. This format is widely used in assessing learning at recall and comprehension levels (Commbe, Folse and Hubley, 2007, as cited in Commbe, 2011). It consists of a steam, which is a question or an incomplete statement, plus
the alternative, which consists of a correct answer and several incorrect answers, called distractors. Every item of the test consists of four options, a correct answer and the distractors should be in the same word frequency level as the word being tested.

Multiple-Choice Question (MCQ) format has many advantages. This test is easy to score. It helps the evaluator to check the answer for people quickly. This format also has been commonly used. So, it makes the students already familiar with this kind of test. MCQ format can be used to test vocabulary knowledge, such as synonym recognition, definition, meaning in context, and odd one out.

a) Synonym Recognition

In this type of the test, the test-taker needs to find the synonym of the word target in each item of the test. Every item has the word target which is bolded and the test-taker should choose the word which has the same meaning.

Example:
The teacher seemed *furious* when he heard the students talking during the activity.
  a. Calm
  b. Angry
  c. Happy
  d. Sad

b) Definition of Recognition

Definition of recognition is a type of the test which allows the test-takers defining the meaning of word-tester, for example:

Father is someone I absolutely *adore*.
  a. Give a round of applause to
  b. Feel attraction for
  c. Am revolted by
  d. Dissaprove of
c) Meaning in Context

In this test, the test-taker is asked to guess the meaning of word in the blank space based on the context. For example:

The twotowns people were ________ by the typhoon that hit their coastline. Everyone had to move to new area.

a. Minimized
b. Violated
c. Displaced
d. Rewarded

d) Odd One Out

This type of test has no stem in each item. The test-taker needs to choose one answer which is different with the others optional. The following is the example of odd one out type.

One of four words or idioms is different for the other three. Circle the latter of your choice.

a. Construction
b. Electrician
c. Decorator
d. Surveyor

2) Matching Format

The format of this test usually using two columns in one item of the test. The test-taker need to match between the left-hand and the right-hand columns. Sometimes the left-hand column presents premises and the test items. But, the right-hand column presents the optional of the test item.

Example:

_____ 1. When you are introduced to someone new  a. I am sorry
_____ 2. To apologize to someone.  b. Stop it
3. You don’t know the answer to a question.  c. Nice to meet you  
4. When you are joking at someone.   d. I’ve got it  
e. I’m just kidding  
f. I give up

5. Instructional Design

The researcher explores Kemp (2011) model to be references in designing a new material. There two reasons why the researcher uses this instructional design. First, it is because according to Kemp (1977), his instructional design which is well-known as Kemps model is a flexible process. There is interdependence among the elements. The researcher can start with whichever element is ready to start with and the move back and forth to other steps. Second, the researcher considers that the steps in the instructional design to create a new instructional. Furthermore about those models are presented in this part.

a. Kemp’s Model

The researcher chooses this concept because it is beneficial and helpful. First, the steps of this model detailed and complete to become a benchmark for the new design. Second, the essential concept of this model is that each elements of this stage can be addressed at any time in this process and it also gives freedom to researcher to modify the instruction necessarily. The figure of Kemp’s (2011) model can be seen in Figure 2.1.
1) **Instructional Problem**

On the first stage of Kemp’s (2011) design is instructional problem. This step is the process of identifying the instructional problem and determine the goals of the program that will be designed. The goal of instruction can help the researcher to find the solution of students’ problem during the instructions.

2) **Learners’ Characteristic**

On this stage, the designers are required to explore learners’ characteristics and needs of the learners. It helps the designers to design an appropriate instructional design for the learners. Moreover, identifying the learners’
characteristic can help the designers to expect the impact of instructional outcomes that will be accomplished by the learners.

3) **Task Analysis**

This is one of the most important stages of design process. On this stage, designers need to include the knowledge and procedure in instructional design which support learners to master the learning objectives. Kemp (2011) also states that “One of the key steps of the design process is defining the content needed to address the instructional need problem” (p. 97).

4) **Instructional Objectives**

The designers are required to identify the instructional and learning objectives. Designers have to specify what exactly learners must learn and master as the outcomes of learning.

5) **Content Sequencing**

On this stage, designers should arrange the content of learning effectively. This stage presents an important role which can be used in helping learners understand and learn the information. It aims to determine the most appropriate sequence while presenting the information.

6) **Instructional Strategies**

On this stage, designers are required to be creative to develop the strategies and techniques of the design test. According to Kemp (2011), “A well-designed instructional strategy prompts and motivates the learners to actively make the connection between what the learners already know and new information” (pp. 150-151). Moreover, by designing strategies, designer can help
learners to connect the information from instructional design with the existing knowledge.

7) **Designing the Message**

On this stage, designers should convince the messages or goals of the instruction are delivered successfully to the learners. Therefore, designers should find a good way which can introduce the content to learners, show the best way to implement the instructional design, and convey the most important information of the learning.

8) **Developing Instructional Materials**

On this stage, designers need to select and explore more resources and materials to support activities of learners. Kemp (2012) stated “The development of the instruction materials is the implementation of the instructional design” (p. 243). This is important to develop the instructional materials that have been prepared.

9) **Evaluation Instruments**

On the last stage, designers develop the evaluation instruments that will be used to assess and evaluate learner’s mastery of the learning objectives. It can also be used to assess to instructional design whether or not it has answered the learning outcomes which expected from learners successfully.

Those nine steps are in form of a logical, clockwise sequence. Furthermore, the starting point and which the designer addresses the individual steps is not predetermined. Those steps are not connected with lines and arrows, which mean
a linear, sequential order. It means that all programs or projects may not need all nine steps.

**B. Theoretical Framework**

In order to answer the problem formulation, the researcher needs to understand the concept of instructional design of Kemp’s (2011) model to answer two problem formulation, namely (1) how is a set of vocabulary size test for the fourth ELESP Sanata Dharma University designed? and (2) What does a set of vocabulary size test for the fourth ELESP Sanata Dharma University look like? The researcher uses the model as guidelines to design an instructional which is appropriate to diagnose the design of vocabulary size test for fourth semester students English Language Education Study Program Sanata Dharma University. So, it is important for the researcher to understand the detail of every step of the instructional design. The steps adopted from Kemp namely, finding learners and context, developing test, and evaluating instruments.

The researcher only used three steps in order to design Vocabulary Size Test for the fourth semester students of ELESP Sanata Dharma University. Kemp’s model is in the form of oval shape which gives the researcher the sense that that design and development process is a continuous cycle that requires constant planning, design, development, and assessment. Morrison et al. (2011) states that there is no one specific sequence or order to completing the steps. The steps are systematic and nonlinear. Those steps are not connected with lines or arrows, which means that the researcher may use the model flexibly to suit with the objectives.
Nation (2001) stated that a good test should have three criteria of test, namely validity, reliability, and practicality. The researcher also used four specifications which were created by Nation (2012) for constructing a vocabulary size test. The researcher should consider the format of test, the appropriate instruction, the number of test, words target, distractions, and also the time allocation for test-takers do the test. Finally, from those specification, the researcher can design a set of vocabulary size test for the fourth semester students ELES Sanata Dharma University.
CHAPTER III
RESEARCH METHODOLOGY

This chapter subsequently put an emphasis on the research methodology comprising research method, the setting, research subjects, data of the research, procedure of data collection, the research procedure, the data collection technique, the research instruments, and the data analysis technique.

A. Research Method

This research was Research and Development which is well-known as R&D. Borg (1987) argues that research and development is a model developing in which the findings of research are used to design new product and procedures, which then are systemically field-tested, evaluated, and refined until they meet specified criteria of effectiveness, quality or similar standard (p.589). Moreover, R&D holds great promise for improving education because it involves a close connection between systematic program evaluation and program development.

In this study, the researcher used Morrison, Ross, Kalman, and Kemp’s (2011) instructional design model to design the test. The researcher chooses this concept because it is beneficial and helpful. The steps of this model detailed and complete to become a benchmark for the new design. Then, the essential concept of this model is that each elements of this stage can be addressed at any time in this process and it also gives freedom to the researcher to modify the instruction necessarily.
1. Research and Information Collecting

This part included preliminary test, namely Vocabulary Size Test from Nation (2007). The test was conducted on May 2016 for the fourth semester students of ELESP Sanata Dharma University. The data was used to predict the vocabulary size of the fourth semester students ELESP Sanata Dharma University. The research collected the data by distributing 140 of multiple choice items and it should be done in 50 minutes.

In this step, the data was used to diagnose the vocabulary size of the fourth semester students ELESP Sanata Dharma University. Borg and Gall (1983) argue that the researcher needs to collect the data which are learners’ need, lack, interest and learning style.

2. Planning

In this step, the researcher determined the design which is appropriate based on students’ need. Based on the data gathering from the preliminary test, the researcher started designing the test. Planning is important in designing the materials. Borg and Gall (1983) identify that the most important aspect in planning is stating the specific objectives to be achieved by the material. This step aims to construct the framework of the designed test, which involved one step of Kemp’s instructional design, namely developing the test.

3. Developing Preliminary Form of Product

This step covered preparation of designing test. In this step, the researcher designed and developed vocabulary size test based on the needs analysis from preliminary test. The researcher used four principles from Nation as the references
to develop the test design. In this researcher`s model, this step is reflected on the Kemp`s step of developing the test.

4. Preliminary Field Testing

After the process of developing the preliminary form of product was accomplished, the next step to do was evaluating the test. Kemp`s evaluation step was conducted in this phase. The purpose of this step is to obtain feedbacks, suggestions, criticism, and comments of the new test product. The preliminary field test contributes greatly in helping to develop and improve the designed test. In this preliminary field-testing, the researcher conducted expert validation.

In this study, expert validation was conducted through distributing evaluation questionnaire to three lecturers of English Language Education Study Program Sanata Dharma University. After the weaknesses have been observed, they were used to improve and revise the test.

5. Main Product Revision

After obtaining feedback and analyzing the data, the researcher went to on the last step that was revision. This step was aimed to revise and make improvement of the designed test based on the feedback obtained. The revision was necessary to determine whether the test has been complete and appropriate for the fourth semester students of ELESP Sanata Dharma University.

To summarize all of five steps of R & D above, the researcher tried to present the chart of adopted R & D model cycle combined with Kemp`s model adapted in Figure 3.1
Borg and Gall (1983) R&D combined with Kemp’s (2011) Model

Figure 3.1 Borg and Gall (1983) R&D combined with Kemp’s (2011) Model

B. Research Setting

The study was conducted in English Language Education Study Program Sanata Dharma University which was located at Mrican, Sleman, Yogyakarta.

The participants of the research were the fourth semester students of English Language Education Study Program of Sanata Dharma University Yogyakarta. There was only a class that participated in this research consisting of 32 students.
In general, the students of class B were highly motivated English distribution of preliminary test and also the questionnaire for expert validation.

C. Research Participants

This section elaborates the participants who were involved in this research. There were two kinds of participants in this research. They were the students of English Language Education Study Program Sanata Dharma University. The second was the evaluators who evaluated the designed materials.

The first participants were the students in semester four class B batch 2014 of English Language Education Study Program Sanata Dharma University. The participants of the research were those students who were taking Critical Reading and Writing I course. In fact, the research analyzed with 15 students as the participants. Some of them went to church attending the mass that day. So, the researcher only has done the data with 15 students who were 5 males and 10 females.

There were three lecturers from Sanata Dharma University who become the evaluators of the test design. The lecturers from English Language Education Study Program Sanata Dharma University had many experiences in teaching English for more than five years. Those participants gave their opinions, evaluations, suggestions and also revision to help the researcher designing the instructional.

D. Research Instruments and Data Gathering Techniques

In this study, the researcher used two kinds of test to collect the data. They were vocabulary test size and questionnaire as the instruments of this research.
These instruments were essential to help the researcher answer the research question number one and two respectively.

1. **Preliminary Test**

   Vocabulary Size Test was a test by Nation (2007) from Victoria University of Wellington. This instrumental was used to gather the information of students’ vocabulary size. It was chosen as it was commonly used for testing the vocabulary size with easy administration and scoring.

   The researcher adopted the test based on Nation’s (2007) vocabulary size test. This test consisted of 140 questions (please see Appendix 1) which reflected 10 items from each 1,000 family level with the form of non-defining context. Each correct answer was multiplied by 100 get the estimation of the rough word family the students had. This test had been widely used to measure the vocabulary size and suitable both for L1 speakers or L2 speakers. This test used British National Corpus (BNC) as the tested words by Nation (2006). This test was also suitable for intermediate level learner such as the fourth-semester students of English Language Education Study Program Sanata Dharma University Yogyakarta. The list of of word targets can be seen in the next pages.
Table 3.1 Nation Vocabulary Size Test’s (2007) Word Target

<table>
<thead>
<tr>
<th>Level</th>
<th>Word Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st 1000</td>
<td>see, time, period, figure, poor, drive, jump, shoe, standard, basis,</td>
</tr>
<tr>
<td>2nd 1000</td>
<td>maintain, stone, upset, drawer, patience, nil, pub, circle, microphone, pro.</td>
</tr>
<tr>
<td>3rd 1000</td>
<td>soldier, restore, jug, scrub, dinosaur, strap, pave, dash, rove, lonesome</td>
</tr>
<tr>
<td>4th 1000</td>
<td>compound, latter, candid, tummy, quiz, input, crab, vocabulary, remedy, allege.</td>
</tr>
<tr>
<td>5th 1000</td>
<td>deficit, weep, nun, haunt, compost, cube, miniature, peel, fracture, bacterium.</td>
</tr>
<tr>
<td>6th 1000</td>
<td>devious, premier, butler, accessory, threshold, thesis, strangle, cavalier, malign, veer.</td>
</tr>
<tr>
<td>7th 1000</td>
<td>olive, quilt, stealth, shudder, bristle, bloc, demography, gimmick, azalea, yoghurt.</td>
</tr>
<tr>
<td>8th 1000</td>
<td>erratic, pallete, null, kindergarten, eclipse, marrow, locust, authentic, cabaret, mumble.</td>
</tr>
<tr>
<td>9th 1000</td>
<td>hallmark, puritan, monologue, weir, whim, perturb, regent, octopus, fen, lintel.</td>
</tr>
<tr>
<td>10th 1000</td>
<td>awe, peasantry, egalitarian, mystique, upbeat, cranny, pigtail, crowbar, ruck, lectern.</td>
</tr>
<tr>
<td>11th 1000</td>
<td>excrete, mussel, yoga, counterclaim, puma, pallor, aperitif, Hutch, emir, hessian.</td>
</tr>
<tr>
<td>12th 1000</td>
<td>haze, spleen, soliloquy, reptile, alum, refectory, caffeine, implae, coven, trill.</td>
</tr>
<tr>
<td>13th 1000</td>
<td>ubiquitous, talon, rouble, jovial, communiqué, plankton, skylark, beagle, atoll, didactic.</td>
</tr>
<tr>
<td>14th 1000</td>
<td>canonical, atop, marsupial, augur, bawdy, gauche, thesaurus, erythrocyte, cordillera, limpid.</td>
</tr>
</tbody>
</table>

The above table is also the blueprint for the preliminary test. This table shows the word targets which are tested in Nation’s Vocabulary Size Test. There were fourteen levels with ten word targets in each levels. It means that Nation’s Vocabulary Size test has a 140-item test.
2. Questionnaire

The questionnaire was shared to the validators of the test design (please see appendix 4). It will be used to give opinions, suggestions and evaluation to the test design. The questionnaire was in form of closed-ended questions and open-ended questions. The reason for using the formats was also because it was easy to administer to gain the revision from the evaluators. The design and the blueprint of the questionnaires can be seen in Appendix 4.

E. Data Analysis Techniques

In order to make the design of the test, the researcher contributed the vocabulary size test which is adapted from Nation (2007) and questionnaire for expert validation. In this part, there were two ways to analyse the data. The first was using application namely Range for texts v.3 which can be found in Compleat Lexical Tutor website (www.lextutor.ca). The second was scored manually. The data were needed by the researcher about the students to know the vocabulary size of the students.

The researcher also asked for the validation from the lecturers including opinion, evaluation and revision. After gathering the results of expert validation, the researcher analyzed the data using a formula which can be seen follows:

\[
x = \text{the participant's answers} \\
y = \text{the total number of participants}
\]

\[
\times 100 \% \]

PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI
However, the researcher also received the opinion, suggestion and revision in form of sentences, thus can help the researcher to make the better the test design.

F. Research Procedures

In this part, the researcher elaborates three steps for designing test which have been mentioned in chapter 2. Morrison, Ross, Kalman, and Kemps (2011) model is a flexible model, then it means that every element of the steps does not have to be included in all steps. The researcher decided to use three steps for designing the test.

1. Finding Learners and Context

On this stage, the researcher focused on finding out the characteristics of students about the test design. The respondents on this stage were the fourth semester students English Language Education Study Program Sanata Dharma University. The researcher conducted preliminary test to gain the information from the respondents. Later on, the results of preliminary test will be used to design the test.

2. Developing the Instruction

On the second stage, the researcher applied 4 steps to conduct the design of the test. First, the researcher decided the word list. The word list will be used to make some levels of the test. The second was making the stem and format of the test. There were many types of test and the researcher decided to choose one of them. The next step, the researcher decided the distracters of the word choices. The last step, the items of the test should be take account from the researcher.
3. **Evaluating Instruments**

In this step, the researcher considered the results of the evaluations from the experts to be the main source in revising the design of the test. After analyzing the questionnaire evaluation, which became an instruction of evaluation and validation from expert, the researcher revised the test materials.

This has discussed the method of data collection and data analysis. The method used was Research and Development from Borg (1987). This methodology was used to answer the two problems formulation. The discussion of the findings is presented in the following chapter.
CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter contains of two parts. The first part is aimed to answer the first research problem: “how is a set of vocabulary size test for the fourth semester students of English Language Education Sanata Dharma University designed?”; the second problem is “what does a set of vocabulary size test for the fourth semester students of English Language Education Sanata Dharma University look like?” which is related with the presentation of the designed the test.

A. The Steps in Designing the Vocabulary Size Test

In order to answer the problem, the researcher organized the three main stages of Kemp’s (2011) models. This research also adapted Borg and Gall’s Research and Development as the method of this research. Thus, the researcher combined R&D steps and Kemp’s model to conduct a designing the Vocabulary Size Test. The three stages are: Finding Learners and Context, Developing Test, and Evaluating Instruments. The Those stages of the instructional design are elaborated on the following sections.

1. Finding Learners and Context

On this stage, the researcher focused on finding out the characteristics of students about vocabulary size testing. The respondents on this stage were the fourth semester students Class B English Language Education Study Program Sanata Dharma University. The researcher conducted one way to gain the information from the respondents, namely preliminary test. This instrument was
used to diagnose students’ vocabulary knowledge. The explanation of the instrument can be seen as follow:

a. **Preliminary Testing**

The researcher did the preliminary testing by distributing a vocabulary size test to students semester four ELESP Sanata Dharma University. The vocabulary Size Test was created by Nation (2007) based on the British National Corpus (BNC). The test consists of 14 levels of 1,000 words, with the first level consisting of the most frequent words families and the 14th level consisting of the least frequent. These words are arranged and divided into fourteen levels according to their level frequency. The Vocabulary Size Test contains 140 multiple-choice items, 10 at each 1,000 word family level.

On the Vocabulary Size Test, each word appears in the context of a sentence. Students chose the correct definition from four choices. Nation and Beglar (2007) stated that students should have a fairly developed idea of the meaning of the word because the correct answer and the distracters usually share elements of meaning. A student’s score needed to be multiplied by 100 in order to estimate total vocabulary size out of 14,000 word families. For example, if a student’s score on the test was 88 out of 100, his vocabulary knowledge is 8,800 word-families (88×100), which means he is in the eight 1,000-word-family level.

b. **The results of Vocabulary Size Test**

The Vocabulary Size Test was administered to 15 students of the fourth semester students ELESP Sanata Dharma University. The test consists of fourteen
levels in which each level consists of ten items, making the total number of 140 items. The scores at each level were analyzed and summed across level.

**Table 4.1 Frequency Scores and Percentages on the Vocabulary Size Test**

<table>
<thead>
<tr>
<th>NO</th>
<th>LEVEL</th>
<th>N = 15</th>
<th>RANK</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1st</td>
<td>140</td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>2nd</td>
<td>125</td>
<td>2</td>
</tr>
<tr>
<td>3</td>
<td>3rd</td>
<td>122</td>
<td>3</td>
</tr>
<tr>
<td>4</td>
<td>4th</td>
<td>116</td>
<td>4</td>
</tr>
<tr>
<td>5</td>
<td>5th</td>
<td>114</td>
<td>5</td>
</tr>
<tr>
<td>6</td>
<td>6th</td>
<td>89</td>
<td>7</td>
</tr>
<tr>
<td>7</td>
<td>7th</td>
<td>84</td>
<td>8</td>
</tr>
<tr>
<td>8</td>
<td>8th</td>
<td>102</td>
<td>6</td>
</tr>
<tr>
<td>9</td>
<td>9th</td>
<td>64</td>
<td>13</td>
</tr>
<tr>
<td>10</td>
<td>10th</td>
<td>65</td>
<td>12</td>
</tr>
<tr>
<td>11</td>
<td>11th</td>
<td>77</td>
<td>9</td>
</tr>
<tr>
<td>12</td>
<td>12th</td>
<td>68</td>
<td>10</td>
</tr>
<tr>
<td>13</td>
<td>13th</td>
<td>68</td>
<td>11</td>
</tr>
<tr>
<td>14</td>
<td>14th</td>
<td>65</td>
<td>14</td>
</tr>
</tbody>
</table>

Table 4.1 shows that the students appeared to perform slightly better overall in the Vocabulary Size Test. The students obtained the highest score (rank 1) in the first level (93.3%). This was expected because the first 1,000 words were those that are most commonly used in English. Then the scores started decreasing to 83.3% at the second level. The score continued to decrease until they increased again at the 8th level, where the students had 68%. However, the scores decreased again in the remaining level. The lowest score was in the 14th level where, the students only had 36.6%.

The results of the test were multiplied by 100. This table shows that the highest score was in the first 1,000 level until the fifth 1,000 level. Based on the
table, the highest score was 14,000 words. It was in 1\textsuperscript{st} level. Meanwhile, the lowest score was in the 14\textsuperscript{th} level with 6,500 words.

2. Developing Test

On the next part, the researcher were going to design a set of vocabulary size test. The researcher decided to use four steps adapted from Nation’s steps in designing a vocabulary size test. Each step is described as follows:

a. Sampling Words from Words List

On the first step, the researcher decided the words that would be used when designing a set of vocabulary size test. Then, the researcher adapted The General Service List (GSL) by Bauman and Culligan (1995). From the GLS, the researcher found 2284 words. Then, the 2284 words were divided it into ten levels, so it means that each level would present 228 words.

<table>
<thead>
<tr>
<th>Level</th>
<th>Word Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>1\textsuperscript{st} 1000</td>
<td>know, great, cost, complete, nation, church, govern, power, course, nature.</td>
</tr>
<tr>
<td>2\textsuperscript{nd} 1000</td>
<td>court, note, tax, train, particular, purpose, cover, history, step, perharp.</td>
</tr>
<tr>
<td>3\textsuperscript{rd} 1000</td>
<td>mere, permit, feed, trial, origin, attempt, rest, occasion, demand, sing.</td>
</tr>
<tr>
<td>4\textsuperscript{th} 1000</td>
<td>prove, propose, hill, rapid, bill, slight, load, extend, chance, murder.</td>
</tr>
<tr>
<td>5\textsuperscript{th} 1000</td>
<td>wage, evil, prison, swing, guard, delight, fellow, loan, cattle, urge.</td>
</tr>
<tr>
<td>6\textsuperscript{th} 1000</td>
<td>oppose, amuse, completion, tough, furnish, defend, sink, prompt, shadow, disease.</td>
</tr>
<tr>
<td>7\textsuperscript{th} 1000</td>
<td>dull, prompt, mad, sail, preach, habit, stair, ruin, compete, extra.</td>
</tr>
<tr>
<td>8\textsuperscript{th} 1000</td>
<td>despair, grind, astonish, scarce, fever, immense, fork, prevention, dine, wander.</td>
</tr>
<tr>
<td>9\textsuperscript{th} 1000</td>
<td>solemn, hatred, veil, roast, ash, elder, resign, wreck, misery, curtain.</td>
</tr>
<tr>
<td>10\textsuperscript{th} 1000</td>
<td>handkerchief, basin, barber, bribe, cart, conquer, hindrance, inn, offend, secrecy.</td>
</tr>
</tbody>
</table>
b. Making the Stem

The second step is the researcher used a stem and multiple-choices as the format of the test. The multiple choices items consist of the stem, which identifies the question or problem and the response alternatives or choices. The test consisted of four choices for each item which is only one correct answer and the others are the distractions. The researcher used MCQ format to assess the vocabulary knowledge in this test is definition recognition test. The example of item of the test can be seen as follows:

1. CHURCH: He doesn’t go to church.
   A. place for people work
   B. place for Christians
   C. time before the present
   D. place for business

c. Writing the Choices

The next step in designing a set of vocabulary size test is writing the choices. The item of the test presented four optional choices (A, B, C and D). One of them is the word target and the three optional words are the distracters. The researcher also considered the method for making the distraction. The distraction also should be chosen from the same each 1,000 level with the word target.

d. The Order of the Items in the Test

The last step is making the order of the items in the test. This step focuses on frequency words of the test. It means that each 1,000 level should be in a different frequency words. The test has been made from the lowest frequency words until
the highest frequency words. So, the difficulties of test automatically raises from the first level to the last level.

3. Evaluating Instruments

The last stage of designing the instrument was the evaluation of the instruments. It is divided into two parts, namely evaluation and revision.

a. Evaluation

This stage elaborates the evaluations, opinions, and suggestions from the evaluators. There were three evaluators who are lectures of ELESP Sanata Dharma University. The evaluation instrument is divided into two parts. There are four possible choices for each statement and each statement has their own score as indicated respectively. Strongly Agree (SA) has 4 scores, Agree (A) has 3 scores, Disagree (D) has 2 scores, and Strongly Disagree (SD) has 1 score. The results of the instruments will be presented in the table 4.3.

Gall, Gall, and Borg (2009) state that summative evaluation is conducted “to determine how worthwhile the final program is” (p. 591). In this step, the researcher conducted one phase of summative evaluation which was expert judgment. The purpose of expert judgment phase is “to determine the potential of candidate instruction for meeting the needs of the organization” (Gall, Gall, & Borg, 2009, p. 339).

This validation was aimed to evaluate the test material that had been designed by the researcher. The researcher contributed three questionnaires for material evaluation to three lecturers of English Language Education Study Program of Sanata Dharma University as respondents for the expert judgment. The
questionnaires were distributed on June 14, 2016 in Sanata Dharma University. Since the lecturers needed time to evaluate the materials, the results could be gathered and analyzed on June 24, 2016 and June 27, 2016. The questionnaires which were distributed to the respondents consisted of two main parts. The first part was closed-ended questions which consist of ten questions. The second part was open-ended questions which consist of two questions. The questionnaire can be seen in the Appendix 4.

1) The Results of Closed-ended Questions

After having the questionnaire back, the researcher then analyzed the results. The first one was closed-ended questions results.

<table>
<thead>
<tr>
<th>No</th>
<th>Statement</th>
<th>Degree of Agreement</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>SD</td>
</tr>
<tr>
<td><strong>The Objectives</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td>The test objectives are representing the students` need</td>
<td>33%</td>
</tr>
<tr>
<td>2.</td>
<td>The test objectives are well-formulated</td>
<td>33%</td>
</tr>
<tr>
<td>3.</td>
<td>The test objectives are specific</td>
<td>100%</td>
</tr>
<tr>
<td><strong>Test Material</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>The tests are suitable with fourth semester students</td>
<td>67%</td>
</tr>
<tr>
<td>5.</td>
<td>The instruction is easy to understand for the students</td>
<td>67%</td>
</tr>
<tr>
<td>6.</td>
<td>The format of the test is well-constructed</td>
<td>100%</td>
</tr>
<tr>
<td>7.</td>
<td>The items are grammatically correct</td>
<td>33%</td>
</tr>
<tr>
<td>8.</td>
<td>The test are arranged systematically based on the level difficulty</td>
<td>100%</td>
</tr>
<tr>
<td>9.</td>
<td>The test is easy to score for students</td>
<td>33%</td>
</tr>
<tr>
<td>10.</td>
<td>The distraction for each item are appropriate</td>
<td>33%</td>
</tr>
</tbody>
</table>
In this part, all the evaluators agreed (100%) that the test objectives are representing the students need. However, only one evaluator (33%) disagreed that the test objectives were well-formulated. One evaluator (33%) also agreed that the objectives are well-formulated, and one evaluator (33%) strongly agreed that the objectives of the test were well-formulated. The next statement is the test objectives were specific. All evaluators (100%) were agreeing with this statement.

In the test material part, two evaluators (67%) agreed that the test are suitable with the the fourth semester students. One evaluator (33%) also strongly agreed with this statement. Next statement is the instruction is easy to understand for the students and two evaluators (67%) agreed with this statement. Only one evaluator (33%) strongly agreed that the instruction is easy to understand for the students. All of the evaluators (100%) agreed with the statement that the format of the test is well-constructed. The next is statement was the items are grammatically correct. There was 33% of evaluator who disagreed with this, but 67% evaluators who strongly agreed about this. Next statement that the test is arranged systematically based on the level difficulty. There were 100 % evaluators who agreed with this statement. One evaluator (33%) disagreed that the test is easy to score for students. There were also 33% who agree about this statement. This number is also same with the evaluator who strongly agrees about this. The last statement is the distractions for each item are appropriate. One evaluator (33%) disagreed about this. There is also 33% evaluator who agreed with this and this number same (33%) with the evaluator who strongly agreed about this.
2) **The feedback from the Evaluators for the Designed Test Materials**

On the second part of the questionnaire, the researcher provided two questions that could be used in revising and improving the designed test materials. The questions were about respondents’ comments on overall design test materials, and also suggestion to improve the designed test materials.

3) **The Opinions of Overall Designed Test Materials**

The first respondent said that the test materials were a good test for the fourth semester students. It could help students to evaluate their vocabulary master on that semester. The second respondent said that the format of the test is good. However, more attention was needed to be paid to the distractions. It would be acceptable to be implemented after some revision. Then, the third respondent gave the comments more on how to build a good multiple choices test. The respondent said that the format of the test had good layout, but it was also needed some revision.

4) **The Suggestions**

There were some weaknesses on the designed vocabulary size test that could be identified from the results of questionnaire. Therefore, in order to overcome the weaknesses, there were also some suggestions that were given by the respondents of the questionnaire. The explanation of the weaknesses and suggestions can be seen follows:

a) **Time Allocation**

One respondent stated that duration was needed. Time allocation was very important for students to manage the test. Therefore, the researcher has to mention
the time allocation which matches how many numbers of the test and the time in order to make students manage their time allocation.

b) **The Instruction**

One respondent also said that the instruction must be easy to understand. The researcher should give brief explanation about the process and profile of the test. The instruction was important for students to get clear figure what they should have to do. Therefore, the researcher should have added explanation about the purpose of the test in order to help students understand the test better. The respondent also suggested the researcher uses the instruction from TOEFL test.

c) **Inconsistency in Distraction**

Two respondents stated that the researcher was not consistent in giving the distraction in some numbers. Therefore, the respondents suggested the researcher to be consistent in word category in every unit of the test.

d) **Grammatical Errors**

Three evaluators stated that there were some grammatical errors on the designed test materials. The researcher should make sure that there were no grammatically errors on the designed test materials. Hence, the researcher should have to recheck some sentences to ensure grammatically correct sample sentences.

e) **Layout of the Test**

One respondent stated that the alphabet for the options should be in capital. The respondent also commented that there were no page numbers. It was so important for students in order to help them distinguish between the optional and
the sentences. Therefore, the researcher should change the options into capital letter and add page numbers.

b. **Revision**

The researcher considered the results of the evaluations from the experts to be the main source of revising the final product. After analyzing the questionnaire evaluation, which became an instruction of evaluation and validation from experts, the researcher revised the test materials. The researcher considered the weaknesses and suggestions from the respondents for the test improvement. The revision could be explained as follows:

1) **Time Allocation**

The researcher reconsidered that the test will be done in 90 minutes as the time testing for 100 units of the test. It will help the students to keep paying attention to the test because they have longer time.

2) **The Instruction**

The researcher made the instruction on the test clearer and more understandable. The researcher added explanation on the test, for example giving brief explanation about the profile of the test. On the instruction also mentioned the procedure of how the students do the test. By giving the good direction, students will understand what the researcher wants.

3) **Inconsistency in Distraction**

The researcher revised the test which is not consistence in the distraction. Some units of the test were not in the same word categories. The researcher rechecked the choices of the unit and made it in the same word category.
4). Grammatical Errors

The researcher rechecked the grammar inside the design and found several grammatical mistakes. This test was a multiple-choices type with context, so it is important to pay more attention on the sentences in every units of the test. The researcher should apply the word testing and the word choices in the same word category.

5). Layout of the Test

The researcher did not revise the alphabet for the optional because the researcher followed the original format test from Paul Nation (2007). The researcher also added page numbers based on the suggestion from the evaluators. Pages numbers made the test can be manage easily.

B. Presentation the Design of the Test

This part discusses the second problem formulation, that is “what does a set vocabulary size test for the fourth semester students ELESP Sanata Dharma University look like?”. Therefore, after making the revision and improvement on the design, the next step was to present the final set of the designed test. These designed test consisted 3 parts, namely introduction, vocabulary size test, and answer sheets.

1. Introduction

In this section, the researcher puts the profile of the test to introduce the vocabulary size test. This part consists of personal identity, the purpose of the test, direction, and instruction. The students must complete the personal introduction, namely the name of the students, the student number, and also what the semester
they are. Students response the personal identity section of the test in order to give a clear information about the test-taker. It is not scored, but it is an additional security feature and to receive the score report. The students also need to read carefully the direction and the instruction to help them do the test.

2. **Vocabulary Size Test**

The format of the test is multiple choices test with four choices in each item. The test also consisted of 10 levels and each level presented 10 items. The researcher used GSL (General Service Level) which presented 2,284 words and each level used range 228 words. The test also had the difficulty which is rising from 1st level, 2nd level, 3rd level until 10th level.

3. **Answer Sheets**

This test also has the answer sheet with ten tables for ten level of the test. The students choose the one word or phrase with the closest meaning to the key word in the question if it is substituted for the bold word. Then, on the answer sheet, students need to find the number of the question and fill in the space that corresponds to the letter that has been chosen. There are 100 items to this test with time allocation for this test is 50 minutes.

In summary, the designed test is a definition test format in form of multiple choices questions. The test consists of 10 levels, namely, 1st level, 2nd level, 3rd level and so on. The answer and the distraction are in the same level. The test consists of 100 items with 10 levels to be tested in 50 minutes. The final version of the designed test could be seen in Appendix 5.
CHAPTER V
CONCLUSIONS AND RECOMMENDATIONS

The researcher elaborates two parts on this section. The first is conclusion which summarizes all the research including answering the problem formulation. The second part is recommendation which offering suggestion for further research.

A. Conclusions

This study was aimed to find out on two research problems. The first is how a set vocabulary size test for the fourth semester student English Language Education Study Program Sanata Dharma University is designed and what the designed looks like. In order to answer the questions, the researcher adapted Kemp’s (2011) design model. In this study, the researcher used modified some steps from the model. The steps in designing new instructional design which is appropriate for the fourth semester students English Language Education Study Program Sanata Dharma University are follows:

1. Finding Learners and Context
2. Developing Test
3. Evaluating Instruments

The researcher conducted a research that was held in May and June 2016. In order to gain the data, the researcher asked the fourth semester students English Language Education Study Program Sanata Dharma University to be the
respondents. In this study, the researcher also used 4 steps in designing a set of vocabulary size test. The first step is identifying learners characteristics. The researcher conducted Vocabulary Size Test which is adapted from Nation and Beglar (2007). The second step is developing the test. The researcher used 4 steps in designing the test; they are sampling words from words list, making the stem, writing the choices, and the order of the items in the test. The third step is evaluating the instruments. On this part, lecturers as the experts of vocabulary gave opinions and suggestions in order to evaluate the design of the test.

The purpose of this research is to design a set of vocabulary size for fourth semester students ELESP Sanata Dharma Univerisity. The test was designed using multiple-choices format and choosing definition recognition as a type of the test. Additionally, the researcher also used General Service List (GSL) which is created by Bauman and Culligan (1995).

The presentation of the design showed that the test has ten levels with 10 items in each level of the test. It meant that the test consists of 100 items. The design of the test can be seen in Apendix 5.

B. Recommendations

This section discusses some recommendations that hopefully will give a new idea to provide a better teaching and learning process in English Language Education Study Program Sanata Dharma University. The first recommendation is intended for the lecturers who are competent to conduct good circumstances to facilitate the learning process. The second is for the other researchers who are
interested in conducting further study, particularly in the area of vocabulary size test.

1. **Recommendation for Lecturers**

   This test is aimed to diagnose students’ vocabulary size. The researcher gives recommendation for lecturers who want to use this test should understand first the objectives of the designed test. The lecturer should understand the material and the rationale with the objectives which have been formulated. Therefore, the test should be done in 50 minutes in a classroom setting. The also should be scored objectively by the lecturers. This will be beneficial for lecturer to check students’ reading and listening skills.

2. **Recommendation for Future Research**

   The researcher recommends for further researchers to use this study as a reference to improve the testing materials. The instructional can be used as one of the references by future research. The further researcher can also use the instructional design from Kemp to be the guidelines since those testing material offers effective and complete method to create a design. However, in order to choose the materials to be design, further researchers should figure out appropriately the background, needs and level of the students.
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APPENDIX 1
Instrument for Preliminary Test
Vocabulary Size Test
Circle the letter a-d with the closest meaning to the key word in the question.

First 1000
1. SEE: They saw it.
   a.cut
   b.waited for
   c.looked at
   d.started

2. TIME: They have a lot of time.
   a.money
   b.food
   c.hours
   d.friends

3. PERIOD: It was a difficult period.
   a.question
   b.time
   c.thing to do
   d.book

4. FIGURE: Is this the right figure?
   a.answer
   b.place
   c.time
   d.number

5. POOR: We are poor.
   a.have no money
   b.feel happy
   c.are very interested
   d.do not like to work hard

6. DRIVE: He drives fast.
   a.swims
   b.learns
   c.throws balls
   d.uses a car

7. JUMP: She tried to jump.
   a.lie on top of the water
   b.get off the ground suddenly
   c.stop the car at the edge of the road
   d.move very fast

8. SHOE: Where is your shoe?
   a.the person who looks after you
   b.the thing you keep your money in
   c.the thing you use for writing
   d.the thing you wear on your foot

9. STANDARD: Her standards are very high.
   a.the bits at the back under her shoes
   b.the marks she gets in school
   c.the money she asks for
   d.the levels she reaches in everything

10. BASIS: This was used as the basis.
    a. answer
    b. place to take a rest
    c. next step
    d. main part

Second 1000
1. MAINTAIN: Can they maintain it?
   a.keep it as it is
   b.make it larger
   c.get a better one than it
   d.get it

2. STONE: They sat on a stone.
   a.hard thing
   b.kind of chair
   c.soft thing on the floor
   d.part of a tree

3. UPSET: I am upset.
   a.tired
   b.famous
   c.rich
   d.unhappy

4. DRAWER: The drawer was empty.
   a.sliding box
   b.place where cars are kept
   c.cupboard to keep things cold
   d.animal house

5. PATIENCE: He has no patience.
   a.will not wait happily
   b.has no free time
   c.has no faith
   d.does not know what is fair

6. NIL: His mark for that question was nil.
   a.very bad
   b.nothing
   c.very good
   d.in the middle

7. PUB: They went to the pub.
   a.place where people drink and talk
   b.place that looks after money
   c.cupboard to keep things cold
   d.animal house

8. CIRCLE: Make a circle.
   a.rough picture
   b.space with nothing in it
   c.round shape
   d.large hole

9. MICROPHONE: Please use the microphone.
   a.machine for making food hot
   b.machine that makes sounds louder
   c.machine that makes things look bigger
   d.small telephone that can be carried around

10. PRO: He's a pro.
    a.someone who is employed to find out important secrets
    b.a stupid person
    c.someone who writes for a newspaper
    d.someone who is paid for playing a sport, etc.
Third 1000

1. SOLDIER: He is a soldier.
   a. person in a business
   b. student
   c. person who uses metal
   d. person in the army

2. RESTORE: It has been restored.
   a. said again
   b. given to a different person
   c. given a lower price
   d. made like new again

3. JUG: He was holding a jug.
   a. a container for pouring liquids
   b. an informal discussion
   c. a soft cap
   d. a weapon that explodes

4. SCRUB: He is scrubbing it.
   a. cutting shallow lines into it
   b. repairing it
   c. rubbing it hard to clean it
   d. drawing simple pictures of it

5. DINOSAUR: The children were pretending to be dinosaurs.
   a. robbers who work at sea
   b. very small creatures with human form but with wings
   c. large creatures with wings that breathe fire
   d. animals that lived a long time ago

6. STRAP: He broke the strap.
   a. promise
   b. top cover
   c. shallow dish for food
   d. strip of material for holding things together

7. PAVE: It was paved.
   a. prevented from going through
   b. divided
   c. given gold edges
   d. covered with a hard surface

8. DASH: They dashed over it.
   a. moved quickly
   b. moved slowly
   c. fought
   d. looked quickly

9. ROVE: He couldn’t stop roving.
   a. getting drunk
   b. travelling around
   c. making a musical sound through closed lips
   d. working hard

10. LONESOME: He felt lonesome.
    a. ungrateful
    b. very tired
    c. lonely
    d. full of energy

Fourth 1000

1. COMPOUND: They made a new compound.
   a. agreement
   b. thing made of two or more parts
   c. group of people forming a business
   d. guess based on past experience

2. LATTER: I agree with the latter.
   a. man from the church
   b. reason given
   c. last one
   d. answer

3. CANDID: Please be candid.
   a. be careful
   b. show sympathy
   c. show fairness to both sides
   d. say what you really think

4. TUMMY: Look at my tummy.
   a. cloth to cover the head
   b. stomach
   c. small furry animal
   d. thumb

5. QUIZ: We made a quiz.
   a. thing to hold arrows
   b. serious mistake
   c. set of questions
   d. box for birds to make nests in

6. INPUT: We need more input.
   a. information, power, etc. put into something
   b. workers
   c. artificial filling for a whole in wood
   d. money

7. CRAB: Do you like crabs?
   a. sea creatures that walk sideways
   b. very thin small cakes
   c. tight, hard collars
   d. large black insects that sing at night

8. VOCABULARY: You will need more vocabulary.
   a. words
   b. skill
   c. money
   d. guns

9. REMEDY: We found a good remedy.
   a. way to fix a problem
   b. place to eat in public
   c. way to prepare food
   d. rule about numbers

10. ALLEGED: They alleged it.
    a. claimed it without proof
    b. stole the ideas for it from someone else
    c. provided facts to prove it
    d. argued against the facts that supported it
Fifth 1000

1. DEFICIT: The company had a large deficit.
   a. spent more money than it earned
   b. went down in value
   c. had a plan for spending that used a lot of money
   d. had a lot of money in the bank

2. WEEP: He wept.
   a. finished his course
   b. cried
   c. died
   d. worried

3. NUN: We saw a nun.
   a. long thin creature that lives in the earth
   b. terrible accident
   c. woman following a strict religious life
   d. unexplained bright light in the sky

4. HAUNT: The house is haunted.
   a. full of ornaments
   b. rented
   c. empty
   d. full of ghosts

5. COMPOST: We need some compost.
   a. strong support
   b. help to feel better
   c. hard stuff made of stones and sand stuck together
   d. rotted plant material

6. CUBE: I need one more cube.
   a. sharp thing used for joining things
   b. solid square block
   c. tall cup with no saucer
   d. piece of stiff paper folded in half

7. MINIATURE: It is a miniature.
   a. a very small thing of its kind
   b. an instrument to look at small objects
   c. a very small living creature
   d. a small line to join letters in handwriting

8. PEEL: Shall I peel it?
   a. let it sit in water for a long time
   b. take the skin off it
   c. make it white
   d. cut it into thin pieces

9. FRACTURE: They found a fracture.
   a. break
   b. small piece
   c. short coat
   d. rare jewel

10. BACTERIUM: They didn't find a single bacterium it.
    a. small living thing causing disease
    b. plant with red or orange flowers
    c. animal that carries water on its back
    d. thing that has been stolen and sold to a shop

Sixth 1000

1. DEVIOUS: Your plans are devious.
   a. tricky
   b. well-developed
   c. not well thought out
   d. more expensive than necessary

2. PREMIER: The premier spoke for an hour.
   a. person who works in a law court
   b. university teacher
   c. adventurer
   d. head of the government

3. BUTLER: They have a butler.
   a. man servant
   b. machine for cutting up trees
   c. private teacher
   d. cool dark room under the house

4. ACCESSORY: They gave us some accessories.
   a. papers allowing us to enter a country
   b. official orders
   c. ideas to choose between
   d. extra pieces

5. THRESHOLD: They raised the threshold.
   a. flag
   b. point or line where something changes
   c. roof inside a building
   d. cost of borrowing money

6. THESIS: She has completed her thesis.
   a. long written report of study carried out for a university degree
   b. talk given by a judge at the end of a trial
   c. first year of employment after becoming a treacher
   d. extended course of hospital treatment

7. STRANGLE: He strangled her.
   a. killed her by pressing her throat
   b. gave her all the things she wanted
   c. took her away by force
   d. admired her greatly

8. CAVALIER: He treated her in a cavalier manner.
   a. without care
   b. politely
   c. awkwardly
   d. as a brother would

9. MALIGN: His malign influence is still felt.
   a. evil
   b. good
   c. very important
   d. secret

10. VEER: The car veered.
    a. went suddenly in another direction
    b. moved shakily
    c. make a very loud noise
    d. slid sideways without the wheels turning

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Seventh 1000

1. OLIVE: We bought olives.
   a. oily fruit
   b. scented pink or white flowers
   c. men’s clothes for swimming
   d. tools for digging up weeds

2. QUILT: They made a quilt.
   a. statement about who should get their property when they die
   b. firm agreement
   c. thick warm cover for a bed
   d. feather pen

3. STEALTH: We did it by stealth.
   a. spending a large amount of money
   b. hurting someone so much that they agreed to their demands
   c. moving secretly with extreme care and quietness
   d. taking no notice of problems they met

4. SHUDDER: The boy shuddered.
   a. spoke with a low voice
   b. almost fell
   c. shook
   d. called out loudly

5. BRISTLE: The bristles are too hard.
   a. questions
   b. short stiff hairs
   c. folding beds
   d. bottoms of the shoes

6. BLOC: They have joined this bloc.
   a. musical group
   b. band of thieves
   c. small group of soldiers who are sent ahead of others
   d. group of countries sharing a purpose

7. DEMOGRAPHY: This book is about demography.
   a. the study of patterns of land use
   b. the study of the use of pictures to show facts about numbers
   c. the study of the movement of water
   d. the study of population

8. GIMMICK: That’s a good gimmick.
   a. thing for standing on to work high above the ground
   b. small thing with pockets to hold money
   c. attention-getting action or thing
   d. clever plan or trick

9. AZALEA: This azalea is very pretty.
   a. small tree with many flowers growing in groups
   b. light material made from natural threads
   c. long piece of material worn by women in India
   d. sea shell shaped like a fan

10. YOGHURT: This yoghurt is disgusting.
    a. grey mud found at the bottom of rivers
    b. unhealthy, open sore
    c. thick, soured milk, often with sugar and flavouring
    d. large purple fruit with soft flesh

Eighth 1000

1. ERRATIC: He was erratic.
   a. without fault
   b. very bad
   c. very polite
   d. unsteady

2. PALETTE: He lost his palette.
   a. basket for carrying fish
   b. wish to eat foot
   c. young female companion
   d. artist’s board for mixing paints

3. NULL: His influence was null.
   a. had good results
   b. was unhelpful
   c. had no effect
   d. was long-lasting

4. KINDERGARTEN: This is a good kindergarten.
   a. activity that allows you to forget your worries
   b. place of learning for children too young for school
   c. strong, deep bag carried on the back
   d. place where you may borrow books

5. ECLIPSE: There was an eclipse.
   a. a strong wind
   b. a loud noise of something hitting the water
   c. the killing of a large number of people
   d. the sun hidden by a planet

6. MARROW: This is the marrow.
   a. symbol that brings good luck to a team
   b. soft centre of a bone
   c. control for guiding a plane
   d. increase in salary

7. LOCUST: There were hundreds of locusts.
   a. insects with wings
   b. unpaid helpers
   c. people who do not eat meat
   d. brightly coloured wild flowers

8. AUTHENTIC: It is authentic.
   a. real
   b. very noisy
   c. cold
   d. like a desert

9. CABARET: We saw the cabaret.
   a. painting covering a whole wall
   b. song and dance performance
   c. small crawling insect
   d. person who is half fish, half woman

10. MUMBLE: He started to mumble.
    a. think deeply
    b. shake uncontrollably
    c. stay further behind the others
    d. speak in an unclear way
Ninth 1000
1. HALLMARK: Does it have a hallmark?
   a. stamp to show when to use it by
   b. stamp to show the quality
   c. mark to show it is approved by the royal family
   d. mark or stain to prevent copying

2. PURITAN: He is a puritan.
   a. person who likes attention
   b. person with strict morals
   c. person with a moving home
   d. person who hates spending money

3. MONOLOGUE: Now he has a monologue.
   a. single piece of glass to hold over his eye to help him see better
   b. long turn at talking without being interrupted
   c. picture made by joining letters together in interesting ways

4. WEIR: We looked at the weir.
   a. person who behaves strangely
   b. wet, muddy place with water plants
   c. old metal musical instrument played by blowing
   d. thing built across a river to control the water

5. WHIM: He had lots of whims.
   a. old gold coins
   b. female horses
   c. strange ideas with no motive
   d. sore red lumps

6. PERTURB: I was perturbed.
   a. made to agree
   b. worried
   c. very puzzled
   d. very wet

7. REGENT: They chose a regent.
   a. an irresponsible person
   b. a person to run a meeting for a time
   c. a ruler acting in place of the king
   d. a person to represent them

8. OCTOPUS: They saw an octopus.
   a. a large bird that hunts at night
   b. a ship that can go under water
   c. a machine that flies by means of turning blades
   d. a sea creature with eight legs

9. FEN: The story is set in the fens.
   a. low land partly covered by water
   b. a piece of high land with few trees
   c. a block of poor quality houses in a city
   d. a time long ago

10. LINTEL: He painted the lintel.
    a. beam over the top of a door or window
    b. small boat used for getting to land from a big boat
    c. beautiful tree with spreading branches and green fruit
    d. board showing the scene in a theatre

Tenth 1000
1. AWE: They looked at the mountain with awe.
   a. worry
   b. interest
   c. wonder
   d. respect

2. PEASANTRY: He did a lot for the peasantry.
   a. local people
   b. place of worship
   c. businessmen's club
   d. poor farmers

3. EGALITARIAN: This organization is egalitarian.
   a. does not provide much information to the public
   b. dislikes change
   c. frequently asks a court of law for a judgment
   d. treats everyone who works for it as if they are equal

4. MYSTIQUE: He has lost his mystique.
   a. his healthy body
   b. the secret way he makes other people think he has special power or skill
   c. the woman who has been his lover while he is married to someone else
   d. the hair on his top lip

5. UPBEAT: I'm feeling really upbeat about it.
   a. upset
   b. good
   c. hurt
   d. confused

6. CRANNY: We found it in the cranny!
   a. sale of unwanted objects
   b. narrow opening
   c. space to store things under the roof
   d. large wooden box

7. PIGTAIL: Does she have a pigtail?
   a. a rope of hair made by twisting bits together
   b. a lot of cloth hanging behind a dress
   c. a plant with pale pink flowers that hang down in bunches
   d. a lover

8. CROWBAR: He used a crowbar.
   a. heavy iron pole with a curved end
   b. false name
   c. sharp tool for making holes in leather
   d. light metal walking stick

9. RUCK: He got hurt in the ruck.
   a. hollow between the stomach and the top of the leg
   b. pushing and shoving
   c. group of players gathered round the ball in some ball games
   d. race across a field of snow

10. LECTERN: He stood at the lectern.
    a. desk to hold a book at a height for reading
    b. table or block used for church sacrifices
    c. place where you buy drinks
    d. very edge

PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI
Eleventh 1000

1. EXCRETE: This was excreted recently.
   a. pushed or sent out
   b. made clear
   c. discovered by a science experiment
   d. put on a list of illegal things

2. MUSSEL: They bought mussels.
   a. small glass balls for playing a game
   b. shellfish
   c. large purple fruits
   d. pieces of soft paper to keep clothes clean when eating

3. YOGA: She has started yoga.
   a. handwork done by knotting thread
   b. a form of exercise for body and mind
   c. a game where a cork stuck with feathers is hit between two players
   d. a type of dance from eastern countries

4. COUNTERCLAIM: They made a counterclaim.
   a. a demand made by one side in a law case to match the other side’s demand
   b. a request for a shop to take back things with faults
   c. an agreement between companies to exchange work
   d. a top cover for a bed

5. PUMA: They saw a puma.
   a. a small house made of mud bricks
   b. tree from hot, dry countries
   c. strong wind that sucks up objects
   d. large wild cat

6. PALLOR: His pallor caused them concern.
   a. his unusually high temperature
   b. his lack of interest in anything
   c. his group of friends
   d. the paleness of his skin

7. APERITIF: She had an aperitif.
   a. a long chair for lying on with just one place to rest an arm
   b. a private singing teacher
   c. a large hat with tall feathers
   d. a drink taken before a meal

8. HUTCH: Please clean the hutch.
   a. thing with metal bars to keep dirt out of water pipes
   b. space in the back of a car for bags
   c. metal piece in middle of a bicycle wheel
   d. cage for small animals

9. EMIR: We saw the emir.
   a. bird with long curved tail feathers
   b. woman who cares for other people’s children in Eastern countries
   c. Middle Eastern chief with power in his land
   d. house made of blocks of ice

10. HESSIAN: She bought some hessian.
    a. oily pinkish fish
    b. stuff producing a happy state of mind
    c. coarse cloth
    d. strong-tasting root for flavouring food

Twelfth 1000

1. HAZE: We looked through the haze.
   a. small round window in a ship
   b. unclear air
   c. strips of wood or plastic to cover a window
   d. list of names

2. SPLEEN: His spleen was damaged.
   a. knee bone
   b. organ found near the stomach
   c. pipe taking waste water from a house
   d. respect for himself

3. SOLILOQUY: That was an excellent soliloquy.
   a. song for six people
   b. short clever saying with a deep meaning
   c. entertainment using lights and music
   d. speech in the theatre by a character who is alone

4. REPTILE: She looked at the reptile.
   a. old hand-written book
   b. animal with cold blood and a hard outside
   c. person who sells things by knocking on doors
   d. picture made by sticking many small pieces of different colours together

5. ALUM: This contains alum.
   a. a poisonous substance from a common plant
   b. a soft material made of artificial threads
   c. tobacco powder put in the nose
   d. a chemical compound involving aluminium

6. REFECTORY: We met in the refectory.
   a. room for eating
   b. office where legal papers are signed
   c. room for several people to sleep in
   d. room with glass walls to grow plants

7. CAFFEINE: This contains a lot of caffeine.
   a. a substance that makes you sleepy
   b. threads from very tough leaves
   c. ideas that are not correct
   d. a substance that makes you excited

8. IMPALE: He nearly got impaled.
   a. charged with a serious offence
   b. put in prison
   c. stuck through with a sharp instrument
   d. involved in a dispute

9. COVEN: She is the leader of a coven.
   a. a small singing group
   b. a business that is owned by the workers
   c. a secret society
   d. a group of church women who follow a strict religious life

10. TRILL: He practised the trill.
    a. ornament in a piece of music
    b. type of stringed instrument
    c. way of throwing a ball
    d. dance step of turning round very fast on the toes
Thirteenth 1000
1. UBIQUITOUS: Many weeds are ubiquitous.
   a. are difficult to get rid of
   b. have long, strong roots
   c. are found in most countries
   d. die away in the winter

2. TALON: Just look at those talons!
   a. high points of mountains
   b. sharp hooks on the feet of a hunting bird
   c. heavy metal coats to protect against weapons
   d. people who make fools of themselves without realizing it

3. ROUBLE: He had a lot of roubles.
   a. very precious red stones
   b. distant members of his family
   c. Russian money
   d. moral or other difficulties in the mind

4. JOVIAL: He was very jovial.
   a. low on the social scale
   b. likely to criticize others
   c. full of fun
   d. friendly

5. COMMUNIQUE: I saw their communiqué.
   a. critical report about an organization
   b. garden owned by many members of a community
   c. printed material used for advertising
   d. official announcement

6. PLANKTON: We saw a lot of plankton.
   a. poisonous weeds that spread quickly
   b. very small plants or animals found in water
   c. trees producing hard wood
   d. grey clay that often causes land to slip

7. SKYLARK: We watched a skylark.
   a. show with aeroplanes flying in patterns
   b. man-made object going round the earth
   c. person who does funny tricks
   d. small bird that flies high as it sings

8. BEAGLE: He owns two beagles.
   a. fast cars with roofs that fold down
   b. guns that can shoot many people quickly
   c. dogs with long ears
   d. houses built at holiday places

9. ATOLL: The atoll was beautiful.
   a. low island made of coral round a sea-water lake
   b. work of art created by weaving pictures from fine thread
   c. small crown with many precious jewels worn in the evening by women
   d. place where a river flows through a narrow place full of large rocks

10. DIDACTIC: The story is very didactic.
   a. tries hard to teach something
   b. is very difficult to believe
   c. deals with exciting actions
   d. is written in a way which makes the reader unsure of the meaning

Fourteenth 1000
1. CANONICAL: These are canonical examples.
   a. examples which break the usual rules
   b. examples taken from a religious book
   c. examples that are regular and widely accepted
   d. examples discovered very recently

2. ATOP: He was atop the hill.
   a. at the bottom of
   b. at the top of
   c. on this side of
   d. on the far side of

3. MARSUPIAL: It is a marsupial.
   a. an animal with hard feet
   b. a plant that grows for several years
   c. a plant with flowers that turn to face the sun
   d. an animal with a pocket for babies

4. AUGUR: It augured well.
   a. promised good things for the future
   b. agreed well with what was expected
   c. had a colour that looked good with something else
   d. rang with a clear, beautiful sound

5. BAWDY: It was very bawdy.
   a. unpredictable
   b. enjoyable
   c. rushed
   d. rude

6. GAUCHE: He was gauche.
   a. talkative
   b. flexible
   c. awkward
   d. determined

7. THESAURUS: She used a thesaurus.
   a. a kind of dictionary
   b. a chemical compound
   c. a special way of speaking
   d. an injection just under the skin

8. ERYTHROCYTE: It is an erythrocyte.
   a. a medicine to reduce pain
   b. a red part of the blood
   c. reddish white metal
   d. a member of the whale family

9. CORDILLERA: They were stopped by the cordillera.
   a. a special law
   b. an armed ship
   c. a line of mountains
   d. the eldest son of the king

10. LIMPID: He looked into her limpid eyes.
    a. clear
    b. tearful
    c. deep brown
    d. beautiful
PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI
APPENDIX 2

General Service List (GSL)
The GSL: The 2000 Most useful words in the English language.

The General Service List (GSL) (West. 1953) is a set of 2,000 words selected to be of the greatest "general service" to learners of English. They are not the most common 2,000 words, though frequency was one of the factors taken into account in making the selection. Each of the 2,000 words is a headword representing a word family that is only loosely defined in West. Frequency numbers are given, derived from Thorndike and Lorge (1944). Frequency data is also given for the various meanings of words. This list has had a wide influence for many years, serving as the basis for graded readers as well as other material. Texts based on the GSL are still on sale, but the list itself is out of print. A fuller discussion of the GSL, and word lists in general, can be found in Nation (1990, pp 21-24) and Carter and McCarthy (1988, Ch. 1).

The list given here was created by John Bauman and Brent Culligan in early 1995. We wanted a version of the GSL ranked in frequency order. In order to address the above problems, we adapted two authorities. To determine which words to include as forms related to a headword, we used the standard set out in Bauer and Nation (1995). This article uses various criteria to group derived forms into word families. Related words are ranked into levels. Words related by levels 1 to 4 are grouped under a headword on this list, and the frequency numbers are added. To determine the frequency of a word, we used the frequency numbers from the Brown Corpus (Frances and Kucera, 1982). Using these criteria, the GSL ends up as 2284 words.

On the "next page" is the list of 2,284 words. It is in frequency order, with one word per line. Each line contains the following: rank number-space-frequency number-space-word

Note:
The frequency number represents the number of occurrences of that word and its related forms in the 1,000,000 words of the Brown corpus.
APPENDIX 3

The Results of Preliminary Test
## The Results of the Preliminary Test

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**Mean:** 89.93  **Voc. Size:** 8993

**Median:** 85  **Modus:** 94
APPENDIX 4

Questionnaire for Experts Validation
QUESTIONNAIRE FOR EXPERTS VALIDATION

Introduction

The purpose of this questionnaire is to find out and diagnose how many words are known by the students or it is called vocabulary size. I am conducting a survey that investigates the design of vocabulary size test for the fourth semester students of Sanata Dharma University. The objectives of the test are: first, to find out how a set of English vocabulary test for the second-year semester of PBI Sanata Dharma University students is designed. And the second is to diagnostic a set English vocabulary test based on Nation’s vocabulary level for fourth semester students of PBI Sanata Dharma University students is designed. This questionnaire uses open ended and closed ended questions. There are two open ended questions and eleven closed ended questions for this questionnaire.

The test is multiple choices test which aims to test the ability of definition recognition from the bold words. The test items are taken from The General Service List (GSL) (West, 1953) is a set of 2,000 words selected to be of the greatest "general service" to learners of English. The words are chosen by selected technique. It takes any word from the word list to be the bold words using folding paper. There are 100 questions to this test and 90 minutes for the time allocation.
Questionnaire for Experts Validation

This questionnaire is aimed to gain the feedback on the designed materials. The feedback will be used to revise and improve the designed materials.

Name:

Sex:

Teaching Experience: _________ years

Educational background:

I. Please give a tick (√) on the degree of agreements which represent your opinion about the statement below.

1= Strongly Disagree
2= Disagree
3= Agree
4= Strongly Agree

<table>
<thead>
<tr>
<th>No</th>
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<td>A. Learning Objectives</td>
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<tr>
<td>1.</td>
<td>The test objectives are representing the students’ need</td>
<td>Test should represent objectives of learning (Kemp, 2011)</td>
</tr>
<tr>
<td>2.</td>
<td>The test objectives are well-formulated</td>
<td>Avoid irrelevant clues such as grammatical structure, well known verbal associations or simplistic connections between stem and answer. (Clay, 2001)</td>
</tr>
<tr>
<td>3.</td>
<td>The test objectives are specific</td>
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B. Test Material
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<th>The tests are suitable with fourth semester students</th>
<th>Test difficulty level must be suitable to the students (Clay, 2001).</th>
</tr>
</thead>
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<tr>
<td>5.</td>
<td>The instruction is easy to understand for the students</td>
<td>Use capital letters (A, B, C, D) as response signs rather than lower case letters (“a” gets confused with “d” and “e” with “a” if the type or duplication is poor) (Clay, 2001).</td>
</tr>
<tr>
<td>6</td>
<td>The format of the test is well-constructed</td>
<td>Options should be grammatically parallel and consistent with the stem (Clay, 2001).</td>
</tr>
<tr>
<td>7</td>
<td>The items are grammatically correct</td>
<td>In the normative-model, item discrimination should be as high as possible in order that the total test differentiates among students to the maximum degree (Clay, 2001).</td>
</tr>
<tr>
<td>8</td>
<td>The test are arranged systematically based on the level difficulty</td>
<td>The stem should not contain irrelevant material, which can decrease the reliability and the validity of the test scores (Haldyna and Downing 1989).</td>
</tr>
<tr>
<td>9</td>
<td>The test is easy to score for students</td>
<td>In order to accomplish this purpose, the foils or</td>
</tr>
<tr>
<td>10</td>
<td>The distraction for each item are appropriate</td>
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</table>
distracters must appear as reasonable as the correct answer to students who have not mastered the material (Clay, 2001).

II. Please answer the following question.

1. What is your comment on the designed test?

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2. What is your suggestion to revise and improve the test?

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APPENDIX 5

The Design Test
Vocabulary Size Test for the Fourth Semester Students of ELESP Sanata Dharma University

Name: 
Student number: 
Semester: Fourth semester 
Test Item: 100 items 
Time allocation: 50 minutes

This test is designed to find out the vocabulary size for the fourth semester students of ELESP Sanata Dharma University. This test has ten levels with 10 items for each level.

Direction: Each question has a complete sentence with a bold word. Below each sentence are four other words or phrases marked (A), (B), (C), and (D). You are to choose the one word or phrase with the closest meaning to the key word in the question if it is substituted for the bold word. Then, on your answer sheet, find the number of the question and fill in the space that corresponds to the letter you have chosen. There are 100 items to this test. Time allocation for this test is 50 minutes.

Instruction: Choose the letter A, B, C or D which has the closest meaning to the key word in the question and give cross (X) for the correct letter to the answer sheet.
Vocabulary Size Test
Choose the letter a-d with the closest meaning to the key word in the question.

First 1000

1. KNOW: She knew it.
   a. understood it
   b. used it
   c. liked
   d. got it

2. GREAT: You give me a great doll.
   a. bigger than usual
   b. good colour
   c. high price
   d. high standart

3. COST: It was a cheap cost.
   a. business
   b. art
   c. family
   d. money

4. COMPLETE: You made a complete answer.
   a. easy to understand the answer
   b. important answer
   c. finished it perfectly
   d. short explanation

5. NATION: We love the whole nation.
   a. building for living in
   b. the planet
   c. people who live in
   d. a country

6. CHURCH: He doesn’t go to church.
   a. place for people work
   b. place for Christians
   c. time before the present
   d. place for business

7. GOVERN: He governs the country.
   a. carries by hands
   b. leads group of people
   c. works together
   d. allows things happen

8. POWER: You have power.
   a. control over people
   b. person belongs to group
   c. people who are together
   d. physical strength

9. COURSE: They went to the course.
   a. a place for producing goods
   b. school
   c. lesson in academic subject
   d. a room for working

10. NATURE: It was a beauty of nature.
    a. painting, drawing to express idea
    b. part of thoughts
    c. quantity
    d. things from the world

Second 1000

1. COURT: Please come to the court.
   a. larger than village
   b. place that students study together
   c. eating, dancing in the social event
   d. place where a judge decides a legal problem

2. NOTE: She gives a note.
   a. time
   b. a short letter
   c. a thought to deal with things
   d. painting, drawing

3. TAX: You can’t enjoy paying tax.
   a. money for the government
   b. a system provided by the government
   c. money to buy things
   d. a vehicle with engine, wheels and seats

4. TRAIN: It is a train.
   a. a road in town
   b. vehicle for a few passenger
   c. an area of ground
   d. vehicle that has many containers

5. PARTICULAR: I remember a particular book.
   a. small size book
   b. the highest quality book
   c. a special book
   d. easy to understand

6. PURPOSE: Can you tell the purpose?
   a. answer
   b. step
   c. history
   d. goal

7. COVER: They covered the foods.
   a. got it from someone
   b. held with hands
   c. put things for protecting
   d. cut it

8. HISTORY: It is history from Japan.
   a. events happen in the past
   b. message on piece of paper
   c. a way from one place to another
   d. a short letter

9. STEP: You need one step closer.
   a. class
   b. movement
1. MERE: Her comments are **mere** opinion.
   a. serious
   b. unimportant
   c. doubt
   d. difficult

2. PERMIT: We were **permitted**.
   a. given detail explanation
   b. allowed to do things
   c. taken something
   d. come into a place

3. FEED: A dog has been **fed** with meat.
   a. held the meat
   b. bought food with some money
   c. given food
   d. moved quickly

4. TRIAL: This is a **trial**.
   a. a new experiment
   b. a kind of game
   c. a machine
   d. an image

5. ORIGIN: A book theory about the **origin** of oil.
   a. activities do for fun
   b. small facts of oil
   c. things that are made
   d. moment where the story begins

6. ATTEMPT: She is **attempting** to answer.
   a. trying to do it
   b. thinking in mind
   c. offering the idea
   d. making better

7. REST: He **rested** in his chair.
   a. stopped doing activity for a moment
   b. drank a glass of water
   c. stopped being alive
   d. expressed happiness

8. OCCASION: We met on this **occasion**.
   a. place where things are sold and bought
   b. an area of water
   c. special event
   d. a kind of table

9. DEMAND: I **demanded** an explanation.
   a. prepared the answer
   b. asked for the information
   c. observed the process
   d. gave detail information

10. SING: He **sung** about love.
    a. made sound from voice
    b. made it smaller
    c. spoke to another person
    d. understood love

**Fourth 1000**

1. PROVE: You must **prove** it.
   a. move up and down quickly
   b. understand it
   c. speak it quickly
   d. show the truth

2. PROPOSE: Father **proposed** a plan.
   a. found out the plan
   b. suggested idea
   c. announced it
   d. said it again

3. HILL: We went to **hill**.
   a. a place where people see the doctor
   b. a place where people drink
   c. a land that is higher than another land
   d. a place for buying goods

4. RAPID: It is a **rapid** growth.
   a. happening quickly
   b. precise
   c. getting healthy
   d. unexpected moment

5. BILL: Can you show the **bill**?
   a. the start in the sky
   b. beautiful words in piece of writing
   c. a list for payment
   d. a path over the river

6. SLIGHT: She buy a **slight** sugar.
   a. very great amount
   b. very small quantity
   c. not wet material
   d. very warm things

7. LOAD: It is the **load**.
   a. a round thing for sport
   b. an example of something
   c. the famous person
   d. a large quantity

8. EXTEND: The plan is **extended**.
   a. made longer period
   b. stopped remembering the plan
a. talked the plan together  
b. checked it  

9. CHANCE: I need more chance.  
a. opportunity  
b. money  
c. opinion  
d. balls  

10. MURDER: She was murdered.  
a. kept apart from each other  
b. moved using part of body  
c. killed by someone  
d. put the body at the top  

**Fifth 1000**  
1. WAGE: I agree with the wage.  
a. king  
b. salary  
c. article  
d. speech  

2. EVIL: They are evil.  
a. interesting with something  
b. very bad  
c. owning a lot of money  
d. very fresh  

3. PRISON: He went to prison.  
a. place for punishment  
b. place that people live near you  
c. a journey in some places  
d. place where people read and borrow books  

4. SWING: The door swung open.  
a. showed action  
b. separated things  
c. moved side to side  
d. pressed the door using hands  

5. GUARD: This boy is guarding.  
a. saying not to do something  
b. showed his happiness  
c. suggesting idea  
d. protecting from harm  

6. DELIGHT: He takes a great delight.  
a. a style on clothes  
b. a journey  
c. feeling of great happiness  
d. feeling of confidence  

7. FELLOW: He is my dear fellow.  
a. the member of army  
b. a man  
c. king  
d. the leader of meeting  

8. LOAN: Can I take the loan?  
a. jewellery on finger  
b. a formal request for permission  
c. a writing on newspaper  
d. sum of money that people borrowed  

9. CATTLE: Cattle grows more quickly.  
a. main part of a tree  
b. a land of trees  
c. cows kept by farmer  
d. a very young child  

10. URGE: We urge the students.  
a. keep them together  
b. tell their name one by one  
c. advise them strongly  
d. separate them into small group  

**Sixth 1000**  
1. OPPOSE: You opposed the punishment.  
a. kept yourself from punishment  
b. disagreed it  
c. searched it  
d. stopped being angry  

2. AMUSE: His stories amuse me.  
a. made me feel respect  
b. destroyed me completely  
c. caused emotional  
d. entertain by humorous  

3. COMPLETION: You should do the completion.  
a. finishing process  
b. selling and buying activity  
c. saying about things like  
d. taking air through nose  

4. TOUGH: It was tough.  
a. terrible  
b. worried  
c. difficult  
d. smooth  

5. FURNISH: They prepared to furnish.  
a. speak in religious ceremony  
b. put table, chair ad others in the home  
c. take a child to be their own child  
d. take something to a place  

6. DEFEND: You defended her.  
a. cleaned the room for her  
b. keep her safe from damage  
c. told her again  
d. took things for her  

7. SINK: We sank together.  
a. disappeared into bottom  
b. interrupted someone  

PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI
c. stopped moving
d. said that someone is wrong

8. PROMPT: He has **prompted**.
   a. made same with the original
   b. made someone agree
   c. chosen someone by voting
   d. caused something happen

9. SHADOW: I see **shadow**.
   a. the flesh of animal
   b. light in the sky
   c. darkness
   d. a poisonous animal

10. DISEASE: She has **diseases**.
    a. illness that is caused infection
    b. something that is hard to understand
    c. person who provide a legal advice
    d. person that buys goods

Seventh 1000
1. PROMPT: He has **prompted**.
   a. caused something happen
   b. made someone agree
   c. chosen someone by voting
   d. made same with the original

2. DULL: Life in town can be very **dull**.
   a. important in religion
   b. worried
   c. not interesting again
   d. happening quickly

3. MAD: The dog is **mad**.
   a. upset
   b. expensive
   c. crazy
   d. sick

4. SAIL: Father was **sailing**.
   a. moving over the sea
   b. making some noise
   c. closing things
   d. touching part of the mouth

5. PREACH: He **preached** in the morning.
   a. stopped sleeping
   b. said something quietly
   c. moved in the water using arm and legs
   d. talked about religious

6. HABIT: I have a healthy eating **habit**.
   a. ability to make good decision
   b. something that is repeated
   c. something that will happen
   d. knowing that is good

7. STAIR: She waits on the **stairs**.
   a. a place for eating and drinking
   b. a set of steps that allows to high place
   c. a door for entering and leaving a place
   d. a vehicle that brings you to a place to another

8. RUIN: It had **ruined**.
   a. sent to prison
   b. made to good condition again
   c. said that something is wrong
   d. destroyed completely

9. COMPETE: We have to **compete**.
   a. be more successful in business
   b. hit the door repeatedly
   c. make the situation happen more slowly
   d. join two things together

10. EXTRA: Can we get an **extra**?
    a. last meal
    b. kind of game
    c. food made from flour
    d. an additional

Eight 1000
1. DESPAIR: They have no **despair**.
   a. a gift from what you have done
   b. much money
   c. nothing to do
   d. things that you really want

2. GRIND: She is **grinding** the meat.
   a. turning around quickly
   b. covering meat
   c. heating the meat
   d. breaking into smaller pieces

3. ASTONISH: She was **astonished**.
   a. used things from other people
   b. sad responsible with somethng
   c. done something
   d. surprised her very much

4. SCARCE: Water has been **scarce**.
   a. harm for our body
   b. not easy to get again
   c. not in the place
   d. expensive

5. FEVER: I got **fever**.
   a. small card for an event
   b. high temperature
   c. a hat as a symbol of king
   d. not working in period of time

6. IMMENSE: She pays an **immense** of money.
   a. extremely degree of money
   b. things that you deal with immediately
7. FORK: We need more forks.
   a. a round thing for preparing food
   b. a paper case for letter
   c. metal things for eating
   d. sweet substance

8. PREVENTION: They should do prevention.
   a. an action for stopping
   b. an agreement to do something
   c. a question to get information
   d. a natural substance from earth

9. DINE: I am dining alone.
   a. teaching people
   b. making a hole in the ground
   c. eating food in the evening
   d. getting up

10. WANDER: He wandered.
    a. refused something may be true
    b. walked around
    c. put food out from mouth
    d. felt sorry to what happen

Ninth 1000
1. SOLEMN: His face looks solemn.
   a. upset
   b. humble
   c. fashionable
   d. very serious

2. HATRED: Some people have a hatred.
   a. a feeling of dislike
   b. enjoyment
   c. a box for carrying things
   d. things for children play with

3. VEIL: She used veil.
   a. cloth to cover her head
   b. object to write
   c. an electric light
   d. a piece of money

4. ROAST: They are roasting together.
   a. stopping when they are speaking
   b. telling something you own
   c. cooking food in oven
   d. improving situation

5. ASH: I saw ash.
   a. animal that you keep
   b. a grey powder
   c. a sweet food
   d. small animal with long tail

6. ELDER: You are elder.
   a. a manager
   b. older person
   c. not feel nervous
   d. good understanding

7. RESIGN: She will resign.
   a. leave her job
   b. make a cake
   c. wait for a moment
   d. save person from dangerous

8. WRECK: He tried to wreck it.
   a. do what he must do
   b. create a new thing
   c. destroy a building
   d. to be good as someone else

9. MISERY: I am in misery.
   a. a car whose driver is paid
   b. a large hole in the mountain
   c. unhappy feeling
   d. a situation in which has no money

10. CURTAIN: I need more curtains.
    a. substance for smoking
    b. a cloth for girl
    c. food from seed
    d. a cloth that covers window

Tenth 1000
1. HANDKERCHIEF: The handkerchief was dirty.
   a. things to protect from rain
   b. things from plastic for hair
   c. a small cloth to clean nose
   d. a bulding for king living

2. BASIN: Mom asks to take a basin.
   a. metal things for eating food
   b. a bowl for washing
   c. a round thing for carrying water
   d. thing to hit meat

3. BARBER: He is a barber.
   a. person who tells lies
   b. person who cuts hair
   c. person who works in library
   d. person who makes clothes

4. BRIBE: They try to bribe the worker.
   a. give money for special purpose
   b. keep person in position
   c. write something with chalk
   d. hit the worker with a lot of force

5. CART: Look at my strong cart.
   a. an animal similar to a sheep
   b. an arm
6. CONQUER: They were easily conquered.
   a. repaired clothing
   b. showed their sadness
   c. acted dishonestly
   d. taken control

7. HINDRANCE: She faces so many hindrances.
   a. person who does not respect
   b. problem that makes more difficult
   c. something that is annoying
   d. useless things

8. INN: We are searching for inn.
   a. an animal that climbs trees
   b. a small round jewel
   c. a small hotel
   d. a vehicle with pedals

9. OFFEND: I think she was offended.
   a. disliked by someone
   b. reduced the quality of her beauty
   c. made her upset by saying something
   d. enjoyed some performance

10. SECRECY: We should do the secrecy.
    a. correcting something
    b. making people believe in us
    c. action of keeping secret
    d. writing using or pen or pencil
## ANSWER SHEETS

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APPENDIX 6
ANSWERS KEY
1. KNOW: She knew it.
   a. understood
   b. used it
   c. liked
   d. got it

2. GREAT: You give me a great doll.
   a. bigger than usual
   b. good colour
   c. high price
   d. high standard

3. COST: It was a cheap cost.
   a. business
   b. art
   c. family
   d. money

4. COMPLETE: You made a complete answer.
   a. easy to understand the answer
   b. important answer
   c. finished it perfectly
   d. short explanation

5. NATION: We love the whole nation.
   a. building for living in
   b. the planet
   c. people who live in
   d. a country

6. CHURCH: He doesn’t go to church.
   a. place for people work
   b. place for Christians
   c. time before the present
   d. place for business

7. GOVERN: He governs the country.
   a. carries by hands
   b. leads group of people
   c. works together
   d. allows things happen

8. POWER: You have power.
   a. control over people
   b. person belongs to group
   c. people who are together
   d. physical strength

9. COURSE: They went to the course.
   a. a place for producing goods
   b. school
   c. lesson in academic subject
   d. a room for working

10. NATURE: It was a beauty of nature.
    a. painting, drawing to express idea
    b. part of thoughts
    c. quantity
    d. things from the world

**Second 1000**

1. COURT: Please come to the court.
   a. large than village
   b. place that students study together
   c. eating, dancing in the social event
   d. place where a judge decides a legal problem

2. NOTE: She gives a note.
   a. time
   b. a short letter
   c. a thought to deal with things
   d. painting, drawing

3. TAX: You can’t enjoy paying tax.
   a. money for the government
   b. a system provided by the government
   c. money to buy things
   d. a vehicle with engine, wheels and seats

4. TRAIN: It is a train.
   a. a road in town
   b. vehicle for a few passenger
   c. an area of ground
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   a. small size book
   b. the highest quality book
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6. PURPOSE: Can you tell the purpose?
   a. answer
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7. COVER: They covered the foods.
   a. got it from someone
   b. held with hands
   c. put things for protecting
   d. cut it

8. HISTORY: It is history from Japan.
   a. events happen in the past
   b. message on piece of paper
   c. a way from one place to another
   d. a short letter

9. STEP: You need one step closer.
   a. class
   b. movement
   c. written and spoken question
   d. part of body
10. **PERHAPS**: Perhaps we’ve met before.
   a. already
   b. almost
   c. directly
   d. probably

**Third 1000**

1. **MERE**: Her comments are mere opinion.
   a. serious
   b. unimportant
   c. doubt
   d. difficult

2. **PERMIT**: We were permitted.
   a. given detail explanation
   b. allowed to do things
   c. taken something
   d. come into a place

3. **FEED**: A dog has been fed with meat.
   a. held the meat
   b. bought food with some money
   c. given food
   d. moved quickly

4. **TRIAL**: This is a trial.
   a. new experiment
   b. kind of game
   c. machine
   d. an image

5. **ORIGIN**: A book theory about the origin of oil.
   a. activities do for fun
   b. small facts of oil
   c. things that are made
   d. moment where the story begins

6. **ATTEMPT**: She is attempting to answer.
   a. trying to do it
   b. thinking in mind
   c. offering the idea
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7. **REST**: He rested in his chair.
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   b. drank a glass of water
   c. stopped being alive
   d. expressed happiness

8. **OCCASION**: We met on this occasion.
   a. place where things are sold and bought
   b. an area of water
   c. a special event
   d. a kind of table

9. **DEMAND**: I demanded an explanation.
   a. prepared the answer
   b. asked for the information
   c. observed the process
   d. gave detail information

10. **SING**: He sung about love.
    a. made sound from voice
    b. made it smaller
    c. spoke to another person
    d. understood love

**Fourth 1000**

1. **PROVE**: You must prove it.
   a. move up and down quickly
   b. understand it
   c. speak it quickly
   d. show the truth

2. **PROPOSE**: Father proposed a plan.
   a. found out the plan
   b. suggested idea
   c. announced it
   d. said it again

3. **HILL**: We went to hill.
   a. a place where people see the doctor
   b. a place where people drink
   c. a land that is higher than another land
   d. a place for buying goods

4. **RAPID**: It is a rapid growth.
   a. happening quickly
   b. precise
   c. getting healthy
   d. unexpected moment

5. **BILL**: Can you show the bill?
   a. the start in the sky
   b. beautiful words in piece of writing
   c. a list for payment
   d. a path over the river

6. **SLIGHT**: She buy a slight sugar.
   a. very great amount
   b. very small quantity
   c. not wet material
   d. very warm things

7. **LOAD**: It is the load.
   a. a round thing for sport
   b. an example of something
   c. the famous person
   d. a large quantity

8. **EXTEND**: The plan is extended.
   a. made longer period
   b. stopped remembering the plan
   c. talked the plan together
   d. checked it
9. CHANCE: I need more **chance**.
   a. opportunity
   b. money
   c. opinion
   d. balls

10. MURDER: She was **murdered**.
   a. kept apart from each other
   b. moved using part of body
   c. killed by someone
   d. put the body at the top

**Fifth 1000**

1. WAGE: I agree with the **wage**.
   a. king
   b. salary
   c. article
   d. speech

2. EVIL: They are **evil**.
   a. interesting with something
   b. very bad
   c. owning a lot of money
   d. very fresh

3. PRISON: He went to **prison**.
   a. place for punishment
   b. place that people live near you
   c. a journey in some places
   d. place where people read and borrow books

4. SWING: The door **swung** open.
   a. showed action
   b. separated things
   c. moved side to side
   d. pressed the door using hands

5. GUARD: This boy is **guarding**.
   a. saying not to do something
   b. showed his happiness
   c. suggesting idea
   d. protecting from harm

6. DELIGHT: He takes a great **delight**.
   a. a style on clothes
   b. a journey
   c. feeling of great happiness
   d. feeling of confidence

7. FELLOW: He is my dear **fellow**.
   a. the member of army
   b. a man
   c. king
   d. the leader of meeting

8. LOAN: Can I take the **loan**?
   a. jewellery on finger
   b. a formal request for permission
   c. a writing on newspaper
   d. sum of money that people borrowed

9. CATTLE: Cattle **grow** more quickly.
   a. main part of a tree
   b. a land of trees
   c. cows kept by farmer
   d. a very young child

10. URGE: We **urge** the students.
    a. keep them together
    b. tell their name one by one
    c. advise them strongly
    d. separate them into small group

**Sixth 1000**

1. OPPOSE: You **opposed** the punishment.
   a. kept yourself from punishment
   b. disagreed it
   c. searched it
   d. stopped being angry

2. AMUSE: His stories **amuse** me.
   a. made me feel respect
   b. destroyed me completely
   c. caused emotional
   d. entertain by humorous

3. COMPLETION: You should do the **completion**.
   a. finishing process
   b. selling and buying activity
   c. saying about things like
   d. taking air through nose

4. TOUGH: It was **tough**.
   a. terrible
   b. worried
   c. difficult
   d. smooth

5. FURNISH: They prepared to **furnish**.
   a. speak in religious ceremony
   b. put table, chair ad others in the home
   c. take a child to be their own child
   d. take something to a place

6. DEFEND: You **defended** her.
   a. cleaned the room for her
   b. keep her safe from damage
   c. told her again
   d. took things for her

7. SINK: We **sank** together.
   a. disappeared into bottom
   b. interrupted someone
   c. stopped moving
   d. said that someone is wrong
8. PROMPT: He has **prompted**.
   a. made same with the original
   b. made someone agree
   c. chosen someone by voting
   d. caused something happen

9. SHADOW: I see **shadow**.
   a. the flesh of animal
   b. light in the sky
   c. darkness
   d. a poisonous animal

10. DISEASE: She has **diseases**.
    a. illness that is caused infection
    b. something that is hard to understand
    c. person who provide a legal advice
    d. person that buys goods

**Seventh 1000**

1. PROMPT: He has **prompted**.
   a. caused something happen
   b. made someone agree
   c. chosen someone by voting
   d. made same with the original

2. Dull: Life in town can be very **dull**.
   a. important in religion
   b. worried
   c. not interesting again
   d. happening quickly

3. MAD: The dog is **mad**.
   a. upset
   b. expensive
   c. crazy
   d. sick

4. SAIL: Father was **sailing**.
   a. moving over the sea
   b. making some noise
   c. closing things
   d. touching part of the mouth

5. PREACH: He **preached** in the morning.
   a. stopped sleeping
   b. said something quietly
   c. moved in the water using arm and legs
   d. talked about religius

6. HABIT: I have a healthy eating **habit**.
   a. ability to make good decision
   b. something that is repeated
   c. something that will happen
   d. knowing that is good

7. STAIR: She waits on the **stairs**.
   a. a place for eating and drinking

**Eight 1000**

1. DESPAIR: They have no **despair**.
   a. a gift from what you have done
   b. much money
   c. nothing to do
   d. things that you really want

2. GRIND: She is **grinding** the meat.
   a. turning around quickly
   b. covering meat
   c. heating the meat
   d. breaking into smaller pieces

3. ASTONISH: She was **astonished**.
   a. used things from other people
   b. sad responsible with somethng
   c. done something
   d. surprised her very much

4. SCARCE: Water has been **scarce**.
   a. harm for our body
   b. not easy to get again
   c. not in the place
   d. expensive

5. FEVER: I got **fever**.
   a. small card for an event
   b. high temperature
   c. a hat as a symbol of king
   d. not working in period of time

6. IMMENSE: She pays an **immense** of money.
   a. extremely degree of money
   b. things that you deal with immediately
   c. feel pain
   d. good understanding of money
7. FORK: We need more forks.
   a. a round thing for preparing food
   b. a paper case for letter
   c. metal things for eating
   d. sweet substance

8. PREVENTION: They should do prevention.
   a. an action for stopping
   b. an agreement to do something
   c. a question to get information
   d. a natural substance from earth

9. DINE: I am dining alone.
   a. teaching people
   b. making a hole in the ground
   c. eating food in the evening
   d. getting up

10. WANDER: He wandered.
    a. refused something may be true
    b. walked around
    c. put food out from mouth
    d. felt sorry to what happen

Ninth 1000
1. SOLEMN: His face looks solemn.
   a. upset
   b. humble
   c. fashionable
   d. very serious

2. HATRED: Some people have a hatred.
   a. a feeling of dislike
   b. enjoyment
   c. a box for carrying things
   d. things for children play with

3. VEIL: She used veil.
   a. cloth to cover her head
   b. object to write
   c. an electric light
   d. a piece of money

4. ROAST: They are roasting together.
   a. stopping when they are speaking
   b. telling something you own
   c. cooking food in oven
   d. improving situation

5. ASH: I saw ash.
   a. animal that you keep
   b. a grey powder
   c. a sweet food
   d. small animal with long tail

6. ELDER: You are elder.
   a. a manager
   b. older person
   c. not feel nervous
   d. good understanding

7. RESIGN: She will resign.
   a. leave her job
   b. make a cake
   c. wait for a moment
   d. save person from dangerous

8. WRECK: He tried to wreck it.
   a. do what he must do
   b. create a new thing
   c. destroy a building
   d. to be good as someone else

9. MISERY: I am in misery.
   a. a car whose driver is paid
   b. a large hole in the mountain
   c. unhappy feeling
   d. a situation in which has no money

10. CURTAIN: I need more curtains.
    a. substance for smoking
    b. a cloth for girl
    c. food from seed
    d. a cloth that covers window

Tenth 1000
1. HANDKERCHIEF: The handkerchief was dirty.
   a. things to protect from rain
   b. things from plastic for hair
   c. a small cloth to clean nose
   d. a building for king living

2. BASIN: Mom asks to take a basin.
   a. metal things for eating food
   b. a bowl for washing
   c. a round thing for carrying water
   d. thing to hit meat

3. BARBER: He is a barber.
   a. person who tells lies
   b. person who cuts hair
   c. person who works in library
   d. person who makes clothes

4. BRIBE: They try to bribe the worker.
   a. give money for special purpose
   b. keep person in position
   c. write something with chalk
   d. hit the worker with a lot of force

5. CART: Look at my strong cart.
   a. an animal similar to a sheep
   b. an arm
   c. a box for keeping birds
   d. a vehicle with a horse
6. CONQUER: They were easily **conquered**.
   a. repaired clothing
   b. showed their sadness
   c. acted dishonestly
   d. taken control

7. HINDRANCE: She faces so many **hindrances**.
   a. person who does not respect
   b. problem that makes more difficult
   c. something that is annoying
   d. unuseful things

8. INN: We are searching for **inn**.
   a. an animal that climbs trees
   b. a small round jewel
   c. a small hotel
   d. a vehicle with pedals

9. OFFEND: I think she was **offended**.
   a. disliked by someone
   b. reduced the quality of her beauty
   c. made her upset by saying something
   d. enjoyed some performance

10. SECRECY: We should do the **secrecy**.
    a. correcting something
    b. making people believe in us
    c. action of keeping secret
    d. writing using or pen or pencil